# One School

**BANK VIEW**

**BVS**

*BELIEVE • VALUE • SUCCEED*

## 3 sites
Croxteth
Fazakerley
Speke

# Each Unique

# Teaching, Learning and Assessment Policy

# 2025 -2026

# Contents

# Introduction

Bank View School is an outstanding special school for learners with complex learning difficulties. It is based over three sites in Liverpool: Fazakerley, Croxteth and Speke. We cater for learners from age 5 to 19.

We are committed to personalising our curriculum and therapeutic offer to meet our learners' needs.

This policy draws together our whole school approaches to teaching, learning and assessment. Through these approaches, we aim to provide a high-quality of education to our learners ensuring that they achieve their best possible outcomes and are prepared when they leave school for the wider world, further education, training and employment.

## Curriculum

Learners are offered a broad and balanced curriculum that gives a personalised pathway through school, it is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life. Learning leads to qualifications and accreditation at the end of Key Stage 4 (Pre-Entry Level, Entry Level to GCSE). In the 6th form accreditation focuses on functionality, employability skills, personal development, life and independence skills.

Subject specialist, leaders have decided what they want the students to know and remember by the end of the course, considering the national curriculum. Medium-term plans show this learning and identify the key concepts. Opportunities for retrieval and revisiting learning are included. The curriculum is reviewed and adapted as necessary.

| Year | | Topic | | Length of enquiry: | |
|------|--|-------|--|--------------------|--|
| Topic Intent | | | | | |
| ⟵ Prior Learning Links | | | Future learning links ⟶ | | |
| Assessment Objectives | | Possible misconceptions | | Key Vocabulary | |
| | | | | | |

| Lesson | Topic | Questions/ activities / possible tasks | The Big Four |
|--------|-------|----------------------------------------|--------------|
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The curriculum structure for each key stage can be found on the curriculum tab on the website.

In our primary phase, learners follow a thematic and adapted curriculum. Organising the learning in this way ensures teachers have the flexibility to deliver the curriculum in the way that they feel will have the most impact. Our theme-based curriculum allows

learners to be fully absorbed in their learning and make links between subjects, topics and themes.

In Key Stage 3 and 4 the majority of the pupils follow a secondary timetable and have 25 lessons taught over a week. Students are taught by subject specialists. Students who cannot access this may be offered a place in our Base provision.

We currently have 10 Base classes across key stages 3 4 and 5; the Base learners follow a curriculum that is further adapted to meet learners' individual needs.

The Key Stage 3 classes follow a thematic curriculum, which changes on a termly basis, across a three-year cycle. Most of the foundation subjects, life skills, Science and some of the English lessons are delivered through the theme. The teachers plan an adaptive curriculum, personalised to suit each class and each learner within the class. Where required, medium term plans consist of three sets of learning outcomes within the same subject domain.

The Key Stage 4 Base department at Bank View currently consists of two MLD/SLD Base classes and one mixed SEMH KS3/4 base.

All classes have a mixed age range of years 10, and 11. As the majority of students remain in the Base for two years, the curriculum is planned on a two-year cycle, with student's working towards qualifications at the end of year 11. Pupils study the subjects of English, Maths, Science, PSHEE, ICT Functional Skills, World Views, Citizenship, Design and Food Technology and Skills for Further Learning and Employment. Additionally, students complete two hours of Options each week. The curriculum is designed in a way to allow for an equal focus to be placed upon academic, personal and social development. In conjunction with this, students have the opportunity to participate in weekly rebound, swimming and frequent curriculum trips.

Learners at Bank View Sixth Form follow a personalised curriculum that builds on their personal, social and emotional development, alongside their academic employment skills.

Learners are taught through classroom and community-based experiences to build students' self-esteem, independence and to empower students by encouraging learners to explore and acquire new skills in both familiar and new environments-providing opportunities to transfer knowledge.

Learners enjoy new experiences within enterprise and volunteering, internal or external work placements, community learning, careers advice and guidance and college visits.

The sixth form staff coordinate with subject specialist leaders in core subjects to ensure prior learning is built upon for knowledge fluency.

The sixth form staff provide broad opportunities for Learners to develop both academic achievement and personal independence allowing students to move on to the next stage of education, training or employment.

Subject specialists have supported the curriculum development in the primary, base and 6th form departments.

Overviews are provided each term to parents and carers via the school website and SeeSaw.

## Assessment

Assessment practices are used to gain information about how successfully our learners are progressing through the curriculum. Our assessments enable us to reflect on the quality of our curriculum, and our teaching and learning practices and also respond to individual learner needs as they arise.

Formative assessment takes place throughout lessons to ensure that learners understand the learning intention, acquire knowledge and skills and demonstrate their learning successfully. Formative assessments may be questions, practical demonstrations, tasks, quizzes or more formal assessments. This information is used to inform the next steps for learners and as learning continues whether plans need amending to address any gaps, reinforce or extend learning.

Summative assessments are used to show what a learner has learnt over time, usually at the end of a topic. It may be a written test, an observation, a conversation, or a task. They ensure the teacher and learner are aware of the knowledge and skills acquired, what has been learned, developed and retained through the curriculum unit of work and to inform any plans for additional/targeted support.

Three times a year we measure whether students are making progress against the Bank View Curriculum, this data is used to support identifying gaps in knowledge and skills, inform curriculum design and adaptations and report progress to parents/carers.

Discussions with cluster leads inform the additional support offered to students.

At Key Stage 4 and 5 predicted exam grades are reported to parents.

Where appropriate SATS will be taken by students.

Annual standardised tests are administered for reading, comprehension and spelling. These are then used to inform the reasonable adjustments for external exams.

## Education, Health and Care Plans and reviews

All our learners have an EHCP which is reviewed annually, this provides an opportunity to assess their progress towards the specific outcomes outlined in their plans.

The annual review is held in school and is chaired by the learner's form teacher. Parents/carers, the learner and any outside agencies involved are also invited to attend the reviews along with representatives from health and social care where appropriate. The casework officers from the appropriate Local Authority are invited. We track learners' progress according to their individually set outcomes through a continuous

process of plan, do, review which involves planning individual support, implementing the support and then reviewing the impact before planning for the next steps. The learner's EHCPs are shared with all relevant staff and relevant external agencies e.g. SALT.

Wave A, B and C show how students' EHCP outcomes are met in Bank View and the provision in place. The majority of our students' outcomes can be met with Wave A provision.

**WAVE A**
Inclusive high-quality offer for all

**WAVE B**
Additional planned offer to further support

**WAVE C**
Additional highly planned personalised offer

Learners requiring additional support to meet the outcomes in their EHCP have personalised support plans at Wave B or C outlining the provision needs and steps towards meeting the outcomes in one or more areas of the EHCP. Learners identified as needing support for cognition and learning in three subject areas have a support plan in for cognition and learning. This is discussed with cluster leads and parent /carers

## Strategies

We acknowledge that delivering high-quality teaching is essential to achieving the best outcomes for all learners,
Teachers incorporate a variety of learning strategies (see pedological framework) to be effective. Examples include:

- Routines for learning, clear classroom expectations

| Now | Next | Then | last |
|---|---|---|---|

- Clear direct instructions and assistance throughout the lesson. Make it clear what is expected from students in an activity by giving examples and using 'I do, we do, you do'
- Lessons and topics are broken into small, manageable chunks with regular check-ins to monitor understanding in the class.
- Assessment to evaluate learning and identify any gaps or misconceptions and inform next steps.
- Support for SEND e.g. visual supports, zones of regulation, Now and Next,
- Specific, positive feedback and praise
- Retrieval activities

- Adaptations to meet individual needs.
- Scaffolding learning

This should provide a level of challenge for learners while not limiting discovery or opportunities for students to solve problems for themselves, examples include:

- Modelling outcomes (possibly using the visualiser)
- Completing checklists
- Thinking aloud – talking through your own thought processes as you solve problem – this is part of teaching the learners about thinking.

Sharing of good practices and strategies we have an open-door policy means that teachers can observe good practices across the school thus enriching pedagogy. The teacher appraisal system also supports this with research-led enquiry questions forming the appraisal target.

## Bank View Meta learner

Bank View is working with Thinking Matters to become a Thinking School. Metacognition is an important skill for our learners both whilst in Bank View and then in their next setting. Our approach to metacognition is multifaceted. We promote self-awareness and self-regulation skills, helping learners to understand their own thinking processes and learning preferences. Using explicit instruction, visual supports, and personalised strategies, we empower learners to monitor and evaluate their learning progress effectively. Metacognitive strategies such as goal setting, planning, and reflection are developed to enable learners to become more independent and adaptable learners.

## Trauma and Attachment informed approach

The Relationship and Behaviour policy and school community code both promote positive relationships, ensuring we work together with the common purpose of helping everyone to learn.
We support students with praise, encouragement and the creation of a positive learning environment.
Positive relationships are the key to a learners success.

## References

Intent, Implementation and Impact for all phases and subjects
Relationship and Behaviour Policy [Relationship and Behaviour Policy.pdf](Relationship and Behaviour Policy.pdf)
Feedback and marking policy [Feedback and marking policy.pdf](Feedback and marking policy.pdf)
Retrieval strategies [Knowledge Retrieval.pdf](Knowledge Retrieval.pdf)
Pedagogical Framework [Pedagogical Framework .pdf](Pedagogical Framework .pdf)

## Appendix

Teaching Strategies in Classroom
Contents page showing teaching techniques and strategies referred to in the
Pedagogical Framework
ASD tips for the classroom

Teaching Strategies in Classroom (Linked to areas of EHCP)

| Communication and Interaction | Cognition and Learning | Social, Emotional and Mental health difficulties. | Sensory and/ or Physical Needs |
|---|---|---|---|
| <ul><li>Pre-teaching key language and subjects specific vocabulary</li><li>Clear classroom organisation, structures and routines</li><li>Clear unambiguous language</li><li>Opportunities to work independently without interruption.</li><li>Visual timetables and supports</li><li>Outcomes modelled and demonstrated.</li><li>Time provided for pupils to process language</li><li>Clear and simple instructions</li><li>Positive peer speech and language models</li><li>Small group/individual work to target specific needs</li><li>support pupils in attending to/understanding information and instructions, adults to use short instructions with everyday vocabulary, with repetition.</li></ul> | <ul><li>Interactive learning opportunities</li><li>Teaching adapted to a range of learning preferences.</li><li>Flexible groupings</li><li>Differentiated curriculum, pertinent to pupils level of attainment and development- change to objectives, presentation and outcomes</li><li>Reading material accessible to student</li><li>Students can record their ideas in different ways</li><li>Assessment of learning concepts- pupils know their next steps and how to achieve this</li><li>Accessibility to personalised learning aids, such as word banks, number lines, memory prompts etc</li><li>Collaborative working opportunities</li><li>Repetition and reinforcement of skills</li><li>Now and Next</li><li>Visually supported learning environments</li><li>Adjustments to alleviate visual stress</li><li>Multisensory approaches to learning</li><li>Methods to summarise and highlight key teaching points</li><li>Questions adapted in accordance to level of understanding and emotional needs</li></ul> | <ul><li>Tactile sensory objects to calm student</li><li>Time Out and Time Away arrangements</li><li>Circle Time</li><li>Understanding the methods to motivate a range of learners</li><li>Recognition of sensory needs and appropriate adjustments made</li><li>Positive regular communication with parents</li><li>Clear rewards and sanctions- including motivators</li><li>Consistent use of positive language</li><li>Range of opportunities to support social and emotional development</li><li>Class and school mediation strategies</li><li>Clear and understood behaviour policy</li><li>Consistent use of language and expectations by adults.</li><li>Zones of regulation embedded across school</li></ul> | <ul><li>Environment adaptations to suit cohort or individual pupils.</li><li>Access to equipment to ensure mobility</li><li>Awareness of seating positions to take account of sensory difficulties</li><li>Adaptations to resources to ensure accessibility.</li><li>Access to developmentally appropriate materials and resources</li><li>Adaptations to presentations of learning</li><li>Effective use of resources and technology.</li><li>Different tools, such as fidget tools, specialized seating, movement breaks, weighted lap pads or vests, calming scents, limited or structured visual adjustments, chewing tools, or other activities.</li></ul> |

# Pedagogical Framework

Teaching Techniques and Strategies  (Contents page)

| Routines for Learning | Motivation and Expectations | Assessing for Understanding | Modelling, Explaining and Feedback |
|---|---|---|---|
| Meet and Greet | Positive Framing | Cold Call | Explaining New Content |
| Do Now | Precise Praise | Call and Response | I do, We do, You do |
| Signal, Pause and insist | Clear Instructions | Direct Questioning | Live modelling |
| Turn and Talk | Stand still, be clear | Hinge Questions Planning | Concrete to Concept |
| Circulate | Say it, see it | Hinge Question- execution | Live Marking |
| Emotional Check-in | Fail Early, Fail Often | Exit tickets | Verbal Feedback |
| Collaborative learning | Why First | Metacognition Questions | Review Now |
| Hunting | Growth Mindset | Review now | Embedding New Vocabulary |
| Tight Routines | Building Resilience | Mini whiteboards | Example and Non-example |
| My turn, your turn | Appropriate level of challenge | Think, pair, share | Scaffold |
| Silence is Golden | Modelling mindsets | Break it down | Scaffolded Modelling |
| Class Discussion | Least intrusive form of correction | Thinking Time | Visualiser |
| | | Quizzes | Metacognition Talk |
| | | Monitor for Understanding | Metacognition Self-Regulation |
| | | Say it Again Better | Sequence Concepts in Small Steps |
| | | Oracy- Presentations | Whole Class Feedback |
| | | Oracy- Public Speaking | |
| | | Big Questions | |

## WHAT DOES AUTISM LOOK LIKE IN THE CLASSROOM AND HOW MIGHT IT AFFECT LEARNING AND BEHAVIOUR

| Behavioural Characteristics of autism | Possible impacts upon learning and behaviour | Possible strategies in Bank View |
|---|---|---|
| **Qualitative difficulties in social interaction shown by:** | | |
| Limited use of non-verbal behaviours such as eye gaze and body posture to regulate social interaction<br>Problems developing peer relationships<br>Limited spontaneous sharing of interests<br>Limited social reciprocity | Difficulties forming reciprocal peer relationships and friendships difficulties in picking up on non-verbal or emotional cues<br>Taking what is said literally<br>Difficulties in picking up on social cues particularly in group activities<br>Unpredictable emotional responses (e.g. anxiety, outbursts) for no apparent reason | Clubs at lunchtime<br>Support in group activities (TA / teacher)<br>Refer to Wellbeing Hub for<br>Social communication groups<br>Friendship groups<br>Structured play supported by staff on quiet playground<br>Personal Support Plan (PSP Wave B or C) |
| **Qualitative difficulties in social communication shown by:** | | |
| Delayed language development without non-verbal compensation<br>Problems starting/sustaining conversations<br>Repetitive and stereotyped language<br>Limited imaginative and imitative play | Problems understanding spoken language / verbal instructions<br>Not responding when spoken to<br>Poor comprehension of written text even if decoding is good<br>Solo or parallel play in place of group play | Visual prompts available<br>Tasks broken into small steps<br>Use students name before giving instructions<br>Social communication groups<br>Positive modeling<br>Personal Support Plan (PSP Wave B or C) |
| **Restricted repertoire of interests, behaviour and activities shown by:** | | |
| Over focus on particular topics<br>Rigid adherence to routines / rituals<br>Repetitive, stereotyped motor mannerisms<br>Preoccupation with object parts rather than whole | Preference for only one or a few activities<br>Difficulty with transitions, changes in routine and unexpected events<br>Difficulties maintaining attention without external structure / support<br>Difficulties moving from one activity to another<br>Less likely to pick up on the 'gist' of a situation or activity | Visual timetable<br>Individual timetables<br>Now and Next<br>Use of 'surprise' symbol on timetable<br>Warn of change where possible (including staffing changes)<br>Visual sand timers showing how long left on an activity<br>Use interests to motivate e.g. time on iPad if work completed<br>Personal Support Plan (PSP Wave B or C) |
| **Hyper-or hypo- reactively to sensory input or unusual interest in sensory aspects of the environment:** | | |
| Averse responses to particular environmental stimuli (e.g. lights, colours, sounds, patterns, smells, touch)<br>Sensory seeking behaviour | Shuts eyes or blocks ears<br>Removes self from the source by leaving a room or people needs one person / thing at a time<br>Fascination with (looking, smelling, licking) objects or people | Sensory activities – suggestions in sensory folder<br>Resources in sensory activity box<br>Sensory breaks – outdoor gym, basket ball<br>Wellbeing Hub<br>Personal Support Plan (PSP Wave B or C) |