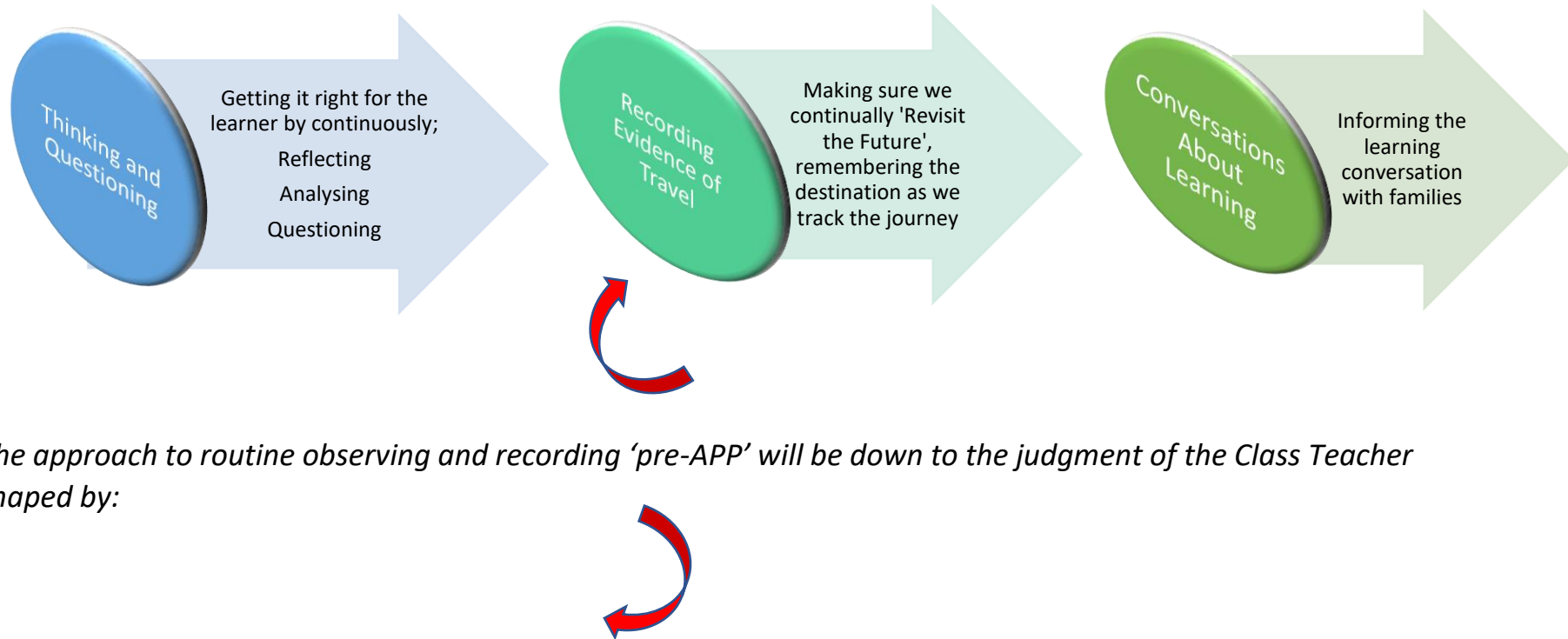


The Glenwood Way:

The 3 purposes of the APP which will be our central tool for developing thinking, tracking and recording progress and reporting:

Effective routine observing and recording:
Approach
This is an area where teachers will make their own decisions about which methods are most effective for their group and class team.
Expectations
Short term targets and strategies are recorded and communicated effectively across the class team; methods are effective in building up knowledge and evidence around each learner



The approach to routine observing and recording 'pre-APP' will be down to the judgment of the Class Teacher shaped by:

The Glenwood Questions which incorporate **The key ideas behind Engagement Profiling* (The Rochford Review):** *Engagement is the single best predictor of successful learning for children with learning disabilities (Iovannone et al., 2003). Without engagement, there is no deep learning (Hargreaves, 2006), effective teaching, meaningful outcome, real attainment or quality progress (Carpenter, 2010).*

Reflections:

THE question around any learning activity is:

- “What’s the point?” - does what you have planned have a strong enough link with what is most important to XXX at the moment?
- Is this target a priority for the child at this point in the journey (Should the age of the learner be considered here?)
- What is the learner telling me? Where/when are they most engaged? Having the most fun? Finding adults really useful?

The Now:

- Is XXX making progress?
- What is the evidence for this?
- Where and with who have we seen the greatest achievement?
- What are other professionals telling me?
- What are the implications of any significant factors to do with home-life, medication, imminent change?
- Can the learner do this at home? What are parents/carers telling me?

Is it good enough?

- Where/when is the learner most engaged? How can I use this information?
- What learner strengths can I draw upon to get to the next stage
- Is this the right direction? or How meaningful is this for XXX?
- Is this the right degree of challenge? Too much of a leap? Too small a nudge forward?
- Is this progress visible across a range of learning activities?
- Is this strategy working well enough? What else could I try?
- Have priorities changed?

What next?

- Is prior knowledge/skill embedded?
- What do we need to do differently? **Actions?**
- KEEP GOING BACK TO

THE BIG PICTURE...for every learner:

What is most important to them now?

Why is it so important?

What is our response? – Is it making a difference?

The expectation is:

That (brief) annotations against the big picture questions would be completed each half-term as part of the reflective process. A finalised version produced at the end of term would inform next terms practice (and would be presented alongside the PSS so that class teams could all share the information).

Learner's name: XXXXXXXXXXXX XXXXXXXX

THE BIG PICTURE...for every learner:

What is most important to them now?

Why is it so important?

What is our response? – Is it making a difference?

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THE BIG PICTURE...for every learner:

What is most important to them now?

Why is it so important?

What is our response? – Is it making a difference?

Our Approach will be:

- ❖ The half-termly learning conversations and sharing of evidence throughout the year is a more effective way of working in partnership with families;
- ❖ EHCP outcomes will be our starting point....and what we always return to.... because these outcomes have been defined as the priorities that will have the biggest impact on the young person's life.
- ❖ Annual Review targets will be considered as part of the bigger picture; these targets are a 'signpost' on the route to the EHCP outcomes
- ❖ Short term targets and strategies are recorded and communicated effectively across the class team; methods are effective in building up knowledge and evidence of progress;

This is an area where teachers will make their own decisions about which methods are most effective for their group and class team. This is an opportunity to develop systems that work for you and your LSAs; innovative and creative ideas that work really well can be shared in Excellence Teams.

The Process:

- ❖ EHCP outcomes will go on the APP;
- ❖ Evidence will be collected under each EHCP outcome;
- ❖ Half-termly reflections against these outcomes will be recorded; teachers will use the Glenwood questions and make sure the reflections address all the EHCP outcomes;
- ❖ The reflections will lead to termly 'Big Picture' reflection which clearly state what is the most important priority for the learner;
- ❖ There will be a conversation with parents/carers each half-term; so every term parents/carers will have a 'learning conversation'; One conversation will be face to face (the other by phone). Some guidance to shape the learning conversation is on the next page.
- ❖ During the face to face meeting 'wow' moments and chosen evidence of progress (photos/film) can be shared with parents/carers.

The Learning Conversation with Parents/Carers; *we want to learn from them*

Start with listening to the family: A chance to hear about what happening at home and learn about what is important

What do the parents/carers notice about XXXX at the moment?
What do parents/carers feel is going well? What isn't?
What seems to be important for XXXX at the moment?
What is important at home at the moment?

Share a 'wow' moment!

A fantastic moment for XXXX? Something they enjoyed/loved
Why was this so important?
Is there a photo/video/quote from staff/another learner?

Progress against targets

Use your answers to 'The Glenwood questions' to help you here.

(two-way conversation! Not a teacher monologue☺)

A reminder of the 'big picture' (and EHCP outcomes)
Describe the steps you are taking to help XXXX reach their targets
What is most important for XXXX/their family at the moment?
What is going really well? What needs more thought?
Is there a photo/video/quote from staff/another learner?

What's the story at home?

Is XXXX demonstrating the same strengths/ difficulties at home?
Is there any aspect of learning that could be (reasonably and appropriately) continued at home and vice versa?

Questions and next steps

Any more questions (on both sides)?
Have all the parent/carers questions been addressed?
Are they clear about next steps for learning?
When will you next make contact?