

## Maple/Willow

### Teaching and Learning

This term the children have been learning about Queen Elizabeth I through a sensory curriculum of smells, tastes and textures and looking at artefacts from long ago. Alongside this theme the children have been learning about colour with all their learning being based around a different colour each week.

To complete the colour theme the children celebrated Diwali the Hindu Festival of Light and had great fun at Halloween dipping for apples and dressing up and going guising around school with jokes on a talking switch. For Bonfire Night there was candy floss and Sparkler fun.

All of the children in Maple and Willow are now being assessed with a new system called MAPP ( Mapping and Assessing Personal Progress) which follows a rating scale to show a continuum of Skills Development.

### Behaviour and Safety of Children

In Maple and Willow classes there are many areas of health and safety to follow including learning to use equipment such as hoist and slings, standing frames and other specialist items. Mrs Rutherford and Miss Faragher have passed on their wealth of knowledge to me and with support from the Physiotherapist and the Occupational Therapist, I feel confident with using all the equipment which enhances the learning opportunities of the children.

Another area of responsibility has been learning about the various ways to provide food for the children, whether it be from knowing the texture of the food to avoid choking to being able to provide food through a gastrostomy tube and administer medication, I have had support from Mrs Thompson the School Nurse with this and now know all feeding and medication plans for the children in Maple and Willow.

### Leadership and Management

I am very much enjoying my position of Classroom Manager in Maple/Willow classes and have taken each child's learning intentions and planned their curriculum to ensure that everyone is fully included in their learning.

I am using my knowledge of computing and technology to include switch access and the use of the Eye Gaze.

The staff teams from both classes have to come together as one class group and are supporting me to further the children's learning experiences.

I have worked with all the professionals involved with the children to set two individual targets for each child using MAPP, the opportunity to work with the Physiotherapist, Occupational Therapist and the Speech Therapist means that the children will have the best possible support to complete their targets.

## Achievement and Progress

All learners in Maple/Willow have been based lined on a rating score of 1 in October 2017 and will practice their skills daily to progress on the scale. I will report on the progress made on the next report to the Governors.

  
**CONTINUUM OF SKILL DEVELOPMENT**

<i>from dependent</i>		<b>Prompting</b>				<i>to independent</i>	
<b>Learners complete tasks independently</b>							
The learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help.	Support is still provided but there is a reduction in the level or frequency of prompting given.	The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.	The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.				
1	2	3	4	5	6	7	8 9 10

  

<i>from approximate</i>		<b>Fluency</b>				<i>to accurate</i>	
<b>Learners reach a level of mastery combining speed and accuracy.</b>							
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.	The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.	The skill is sufficiently accurate to meet the requirements of the task but may need refinement. The learner starts and completes the task with little faltering or hesitation.	The skill is smooth, swift and accurate. No further refinement is needed.				
1	2	3	4	5	6	7	8 9 10

  

<i>from inconsistent</i>		<b>Maintenance</b>				<i>to consistent</i>	
<b>Learners maintain competency over time through repetition. They remember how to do a task after a break.</b>							
The skill has been observed on a single occasion only.	The skill is observed on more than one occasion but only intermittently.	The skill is reliably repeated but may need refreshing after a break.	The skill is consolidated and maintained over time. It is remembered after a break.				
1	2	3	4	5	6	7	8 9 10

  

<i>from single context</i>		<b>Generalisation</b>				<i>to many contexts</i>	
<b>Learners achieve mastery in different settings or contexts, with different stimuli or with different staff.</b>							
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.	The skill is repeated but with some variation in setting, context, materials or staff.	The skill is frequently, but not yet consistently, demonstrated in different settings or contexts, with different stimuli or materials or with different staff.	Skills are reliably demonstrated in different settings or contexts, with different stimuli or materials and with different staff.				
1	2	3	4	5	6	7	8 9 10

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