

MOVE

Bronze Quality Mark Assessment for Calthorpe Academy



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School	Calthorpe Academy
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Introduction

Calthorpe Academy is a Special School for children aged 2-19 from Birmingham and surrounding areas. There are 3 Curriculum pathways; Foundations for Life predominantly supporting children with ASD, Engagement for Life for children with PMLD and Learning for Life which is focussed on support for children with SLD. Calthorpe Academy is a large setting, currently there are 440 pupils attending. The approach to education at Calthorpe is a work-based approach to learning. The academy has aspirations for all their pupils learning with an underlying ethos intending to prepare the children who attend Calthorpe for what they may need when transitioning onto further opportunity. Which is why MOVE has played such an important part within the school's curriculum as there is a clear echo of similar fundamental values.

Currently the academy has 25 children fully accessing the MOVE programme with the long-term plan to increase this to 50 children. In addition to the children directly on the programme the MOVE ethos is used across the whole school with movement opportunity being a predominant part of all children's learning. Speaking with Laura it was highlighted that MOVE complimented the settings ethos and has been successfully disseminated from CEO level throughout the academy. MOVE was introduced to Calthorpe 2018/19 with the initial team trained being a multidisciplinary team from; Physical development, Physiotherapy, Speech and Language and Level 3 Teaching Assistants, Occupational Health were also trained. Therefore allowing a fully integrated approach to the programme with MOVE Coordinators Gareth and Aimee leading the programme forward.

	Centre of Excellence				Gold				Silver				Bronze				
A: Commitment to improve the skills of all members of the team who deliver the MOVE Programme	A1	A2			A3	A4	A5		A6	A7			A8				
B: Effective leadership and strategic planning are in place to ensure full integration, ongoing quality improvement and sustainability of the MOVE Programme within the organisation	B1				B2				B3	B4			B6	B7	B8	B9	
C: Effective, comprehensive procedures are in place for assessments, goal setting and progress reviews	C1				C2	C3	C4		C5	C6	C7		C8	C9	C10		
D: Delivery of the MOVE Programme is fully integrated into curriculum and delivered in all areas of learning	D1				D2				D3	D4			D5	D6	D7	D8	
E: Prompts are used in an effective and safe manner and allows for development of skills	E1				E2				E3	E4	E5		E6	E7			
F: The organisation is a positive ambassador for MOVE and actively promotes MOVE across a range of networks	F1	F2			F3				F4	F5	F6		F7	F8			

A: Commitment to improve the skills of all members of the team who deliver the MOVE Programme

	Key Criteria	Achieved? (Evidence)	Any next steps
A 8 Bronze	A core MOVE team is in place with a sufficient number of Practitioners and Senior Practitioners. There are plans in place for further training, including Trainer Training and Awareness Training.	Calthorpe Academy had In House Senior Practitioner Training in 2019, this included Gareth who is due to attend Trainer Training this November. Those trained at Senior Practitioner level include a multidisciplinary team of SLT, Teachers, Teaching Assistant with good Physio engagement also. Aimee, Head of Department and Gareth Class Teacher are the MOVE Coordinators for the setting. A MOVE Governor is also in place. Gareth leads inset awareness sessions and breaks down the 6 steps of MOVE during these sessions to ensure effective embedding of the programme. Tuesday mornings are allocated to Gareth to have time out to upskill and support staff. The MOVE Coordinators also host meetings with SLT to present MOVE and the settings goals.	Once Trainer Trained to plan Senior Practitioner Training for new staff.

B: Effective leadership and strategic planning are in place to ensure full integration, ongoing quality improvement and sustainability of the MOVE Programme within the organisation

	Key Criteria	Achieved? (Evidence)	Any next steps
B 6 Bronze	The organisation has a comprehensive MOVE Policy in place and MOVE is included on the school development plan.	A MOVE Policy is in place which is in alignment with the schools MOVE rationale. Going on website in the next academic year however currently accessible in the internal server for staff. MOVE included in the development plan which aim to be in place for 2022/23 academic year.	
B 7 Bronze	There is an involvement from Senior Leadership Team and evidence of commitment from governors.	SLT (Senior Leadership Team), Laura Marsden and Aimee Prentice ran a MOVE Presentation to the whole SLT including the Head of School and Governors. Sarah Jobson is the designated MOVE Governor. Parent governors have also joined in with MOVE PE sessions planned by Gareth and recognised the value of the individual aspirations for children at the core of MOVE.	
B 8 Bronze	A MOVE action plan is in place, identifying timescales, resources and time implications. It should be shared with the SLT, governing body and MOVE Europe & can demonstrate short term impact.	A MOVE Action Plan is in place for the academic year of 2022/23. This year focussed on getting the plan set up properly post covid. Plans include upskilling and developing staff alongside utilising observation opportunities linked in with Evidence for Learning (EFL) systems and how to use MOVE outside the classroom. Moderation is in place for classes E1/E2 as these are Calthorpe's youngest and busiest classes. USE EFL to document the progress. Gareth has had a critical eye on MOVE and implemented effective change. MOVE has also been implemented in Homework policy. A strong focus on parent engagement and children's EHCP (Education Health Care Plan) physical targets. The action plan is to be reviewed on a termly basis by the MOVE Coordinators.	To include effective transition planning post 19.
B 9 Bronze	The MOVE coordinator has an in-depth knowledge of the MOVE Programme and is providing effective leadership to improve outcomes.	Example shared of Key Responsibilities and thorough approach to making sure knowledge and awareness is consistent throughout the school. MOVE Skills identified within hydrotherapy and shared as part of the hydro functional skills. On a Wednesday lunchtime MOVE club runs small group sessions. 4 learners that work on different skills. Provides further opportunity to upskill the staff supporting MOVE children	Share hydrotherapy functional skills as a resource.

C: Effective and comprehensive procedures are in place for assessments, goal setting and progress review

	Key Criteria	Achieved? (Evidence)	Any next steps
C 8 Bronze	Parent(s)/carer(s) and multi-agency professionals are part of the assessment, goal setting and ongoing review of the programme approach.	There are 4 review points within an academic year for MOVE including Parental consultations twice a year in November and May. The school ensure there is constant dialogue with families. This was a challenge last year due to covid to get parents involved. Ansu Jain, lead physio, gets involved wherever possible. When Ansu is unable to attend feedback will be shared in advance. MOVE goals are linked to the EHCP processes as holding multiple meetings can be challenging. Engagement can vary depending on the age of the child.	Share examples of how to implement into EHCP's for MOVE resources page.
C 9 Bronze	There is a plan in place, with a realistic timescale, to ensure all candidates for MOVE are placed on the programme.	There is a core MOVE cohort on Excel with children across all age groups. The MOVE Coordinators aim to get sixth form students onto the programme to give all an opportunity, there are currently 2 sixth formers using the programme. Gareth hosts drop-in sessions on Tuesdays for teachers to check suitability for starting the programme. Introductions to starting the programme is dependent on needs as to when a child begins the programme.	MOVE and maintaining skills.
C 10 Bronze	MOVE Assessment Profiles have been completed for some individuals and each has relevant goals set by themselves and/or their family.	Examples of MOVE Plans and Assessment completed with goal set and transcribed into target cards and MOVE at Home resources available.	

D: Delivery of the MOVE Programme is fully integrated into the curriculum and is delivered in all areas of learning

	Key Criteria	Achieved? (Evidence)	Any next steps
D 5 Bronze	Parent(s)/carer(s) are being encouraged and supported to deliver the MOVE programme at home.	MOVE contact comes from Stay and Play sessions, Family resources from MOVE and integrated into Home Learning. MOVE Homework cover sheets are linked in with set goals. Suggestions of what can be done with everyday resources. Accompanied by a phone call by staff to explain what the work that has been set is.	Share this good practice at network meetings.
D 6 Bronze	Trans-disciplinary teamwork is demonstrated showing that physiotherapy and parent(s)/carer(s) agree with and are involved in the MOVE Programme.	Important to keep dialogue open across the transdisciplinary team. Plans are in place to introduce a termly sheet of what has been achieved in the term, how learning has been and how learning can be continued at home.	Share with MOVE.
D 7 Bronze	The organisation encourages active participation from individuals on the MOVE programme and, where possible, individuals have an awareness of what they have to do in order to improve their functional skills.	Current learners on the MOVE programme it is not achievable to be actively involved in the Goal setting process. For some children they may not be able to express verbally however have an awareness. However, opportunity to celebrate progress is captured well. A MOVE Star of the week is included in assemblies, on the MOVE board and through conversations with family.	
D 8 Bronze	There is evidence that the individual's agreed goals/targets are being integrated into lessons using appropriate teaching and learning strategies.	This was one of the biggest focus areas this last academic year. Integrated into lesson planning. Dependent on the children in the programme. Can be dependent on teaching approach and how many learners are in the class. Aim to integrate into EHCP's and IEPs. SPS – Sensory Physical Skills is where MOVE can be embedded. Short term EHCP Targets and make into a SMART target to get through the EHCP process. Termly planning document = MOVE Targets identified where appropriate and where in lessons opportunities arise.	

E: Prompts are used in an effective and safe manner and allow for development of skills

	Key Criteria	Achieved? (Evidence)	Any next steps
E 6 Bronze	Equipment is of good quality, well-maintained and safely used to support the development of new skills. Staff can provide physical prompting safely and effectively for all parties.	Physio tracker allows a good oversight to the equipment on site and the condition it is in. Teachers log and add comments on any equipment, and it is identified when to use and/or not use. Manual Handling plans are in place which explain levels of use and how they are used. Aimee is the Manual Handling trainer and has an annual update to staff across the school. Risk assessments are incorporated into Manual Handling plans unless Physio's are directly involved.	
E 7 Bronze	The information recorded in the Prompt Adjustment Plan is effectively conveyed to and understood by those delivering the programme.	On awareness sessions Gareth introduced how prompt adjustment can work towards targets and a way of evidencing progress. Gareth is available for drop-in sessions or will go into class to support. Plans are accessible for all staff and responsibility is for staff to review and update plans, Gareth will check and will have overview of the whole process as MOVE Coordinator. Update paperwork yearly on Prompt Adjustment Plans.	Parent awareness on prompt adjustment in the new year.

F: The organisation is a positive ambassador of MOVE and actively promotes MOVE across a range of networks

	Key Criteria	Achieved? (Evidence)	Any next steps
F 7 Bronze	Information regarding the MOVE Programme and the achievements of its users is displayed within the organisation and provided to parents in suitable formats, including on the school website.	MOVE Display boards are located around the school. TV Screens also around the school show MOVE. School newsletter on the website also shares how MOVE is being used, this is shared with parents. Calthorpe are aware of keeping MOVE on the agenda and that Gareth is present around the school to keep the conversation alive! The key has been having the right voice and SLT are truly supportive towards the programme. Leading by example and creating an effective team. Giving staff the opportunity to shine, E.G Chloe in Gareth's class has a true passion for making MOVE work for the children. Parent Consultation meetings allow MOVE to maintain on parent agendas also.	Parental Ambassador for MOVE in next couple of years.
F 8 Bronze	The organisation is tracking participants' progress on the programme over time with video evidence, which can be shared with MOVE Europe.	Case Studies and videos are on Evidence for Learning. Gareth showed examples of videos on E4L and would like to create a shared case study in the next academic year. Gareth also works closely with Siblings as he has found that they have become a strong motivation for many children on the programme.	Parental Consent challenges. Share family testimonials/Case Studies

Summary

Calthorpe Academy has shown true determination and interest in their Children's abilities to achieve and have successfully intertwined the MOVE Programme into the school's general ethos which is 'to provide children the skills they need, to live the life they want to live'. The MOVE Coordinators have reflected they're passion for keeping MOVE as an agenda across the school and through many challenges such as COVID-19, Staff rotation and attendance have successfully achieved their Bronze Quality mark. At Calthorpe Academy children are provided a rich and varied learning environment which enables the children using the MOVE Programme to access countless opportunities to practice their functional skills. In addition to the children using the programme, the MOVE ethos has been incorporated into everyday life for all children attending the setting with physical activity being a core element to each child's learning experience.

Furthermore, Aimee and Gareth have effectively supported the MOVE team and provided opportunity for everyone supporting children on the programme to feel confident, supported and to be able to develop their own CPD opportunities. A well-rounded approach to MOVE has certainly been achieved and we look forward to continuing to work closely with Calthorpe Academy.

Result

Congratulations, Calthorpe Academy has been awarded the Bronze Quality Mark, valid for 1 year. Below are actions to continue to develop MOVE across the setting, alongside potential next steps to work towards the Silver Quality Mark. Well done!

- Once Gareth has attended Trainer Training in November/December, to implement Senior Practitioner Training into the School Action Plan on an annual basis.
- To share with MOVE, resources that have been created to maintain effective use of the programme. For example: the MOVE Homework Sheet.
- To implement a MOVE Action Plan. Identify a format which works as a school approach to evaluating your MOVE Action Plan, this is to include an approach to capturing the impact of MOVE in your setting. (B5)
- Once Trainer Trained – identify key players within the Senior Practitioner team who can be supported in delivering MOVE Assessments through effective support from the MOVE Coordinators. (C6)
- Maintain and develop parental professional relationships and incorporate the 'Parental Ambassador' role into your action plan and MOVE Policy. Work closely with families to capture case studies and testimonials which can be shared with MOVE.
- Continue to be present and engaged with MOVE Network Meetings and share good practice.
- Begin to think about building external connections to support other schools in their MOVE Journey (Gold Quality Mark) - Gareth has already started supporting external settings such as Wilson Stewart. Specific focus on Adult Services and how an effective MOVE Programme transition can be supported.