



Robert Blair School Teaching & Learning Policy

Reviewed: May 2026

Approved by Curriculum Committee

Date of next review: May 2028

Teaching and Learning Policy

The aim of this Teaching and Learning Policy is to set the guidelines of agreed principles and approaches that underpin teaching and learning at Robert Blair Primary School.

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Robert Blair School

We care for each other and work together.

Be mindful

Be ready

Be safe

At Robert Blair, we promote consistently high standards where there are no limits to children's capabilities. We work hard to remove learning barriers.

Our Curriculum intent:

The intent of our curriculum is to provide a broad range of rich, engaging, high quality learning opportunities and experiences to develop children's confidence, resilience, skills and knowledge across the curriculum. Children will develop their cultural capital through a range of enrichment.

Our curriculum is designed to support our children in producing a range of high quality outcomes across the curriculum which they can celebrate and be proud of.

Our curriculum aims to develop personal resilience, social skills, emotional literacy and a strong sense of self; valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people; building a strong sense of community and their identity as Londoners as well as being inspired to be ambitious by all that London has to offer and understanding how to be a responsible citizen of the local area and the wider world, including how to take action to protect our environment.

Our Curriculum

We use a range of resources to support our curriculum including:

- The [National Curriculum](#) and the Programmes of Study for each subject
- The [Early Years Foundation Stage Framework](#) underpinned by the [Strong Foundations](#) report, [Development Matters](#) and [Birth to Five Matters](#)
- The [Writing Framework](#)
- [Mathematics Guidance for KS1 and KS2](#)
- The Islington Agreed Syllabus for Religious Education and PSHE
- The National Curriculum for Computing supported by [Islington programs of study](#)

The school follows a cross curricular approach through topic teaching to ensure enriched, engaging and exciting opportunities for the provision of the key skills, knowledge and understanding within the National Curriculum.

We have developed a bespoke Theme Map to deliver the key skills, knowledge and understanding of the National Curriculum while meeting the needs of the children in our school through a cross-curricular approach. Themes link, building on prior learning as children progress through the school. The cycle ensures opportunities for depth and coverage in all subjects. (Appendix 1)

Our school embraces the 16 'Habits of Mind' which underpin our school values. They are a way of clarifying educational aspirations and learning behaviours for our pupils, building resilience. They provide a framework and common language for students, teachers, school leadership, parents and the wider school community to share when discussing and planning for the development of our thinking. (Appendix 2) www.habitsofmind.co.uk

At Robert Blair, we use the 'Language of Learning' which is based on Bloom's taxonomy. These words are evident in planning, learning objectives, children's work and displays. They help us as a community to value and articulate all elements of an individual's learning journey. (Appendix 3)

The Robert Blair Way (Appendix 4) is a collection of agreed approaches tailored to meet the needs of our students; it has been developed and agreed upon by the whole teaching team. It is a working document which is regularly updated. It draws on Rosenshine's Principles of Instruction, our Total Communication approach (Appendix 5) and the Strong Foundations report.

Learning through the creative arts gives children a range of memorable experiences and different ways to be successful and embed their learning. The children will have the opportunity to experience the world through visual, musical and dramatic stimuli and learn how to represent the world in different ways. Outcomes in the arts include Art, Dance, Music and Performance Poetry and provide children with broader opportunities for success.

Deep understanding of the Humanities provides children with a broad understanding of what it is to be a human. Children have the opportunity to link the past with the present, and their life in London with lives around the world. Children develop the skills to interpret and articulate ideas about the past and the world we live in today. Studying the humanities in a meaningful way equips children to see their potential within their community and wider society.

Personal, social and emotional development is a vital prerequisite for being an effective learner. Opportunities to develop personal, social and emotional skills are embedded in our practice. Wellbeing and involvement are tracked through the use of Leuven Scales.

Confidence in the use of language and a range of communication skills gives children the capacity to participate fully in our society. Opportunities to communicate in a range of contexts and to a range of audiences are woven into each child's learning experience at Hargrave Park. Developing oracy skills is prioritised in planning and classroom practice.

Mathematics is an integral part of the world in which we live. It provides a means of communication which is powerful, concise and unambiguous. Mathematics is as much about processes as answers. Learning to think mathematically, working logically to solve problems, is an essential tool in navigating the world.

A quality Science curriculum develops scientific attitudes, skills and knowledge. Through these, children can explore, question and understand the world. We aim to build upon experiences and develop the skills, attitudes and concepts that enable scientific exploration and discovery, with a focus on working scientifically (Appendix 6).

Computing capability is an essential skill for life. It enables learners to participate readily in today's digital world. Computing is taught discretely, with opportunity to utilise a wide variety of technology throughout the year and across the curriculum. Opportunities are also carefully planned for children to use a range of technology to enhance and embed learning across the curriculum, with regular computing outcomes planned for. Online safety is explicitly taught as a key component of the computing curriculum.

Home Learning

The school provides home learning activities to support and consolidate learning that goes on in school and to improve communication between the school and home.

All home learning is shared via online learning platforms: Tapestry (EYFS) and Google Classroom (Y1-Y6). Tasks are set and completed work is shared through the posting of pupils' responses. Teachers respond to the work. Offline activities are also promoted and can be celebrated there.

Times Tables Rockstars and Magma Maths are engaging tools for children to practise their maths skills independently. Spellshed is used to practise spellings. The programmes have in-built tracking features which teachers use to monitor children's activity and progress.

Planning

In Years 1-6, planning is structured in 5 phases:

- The National Curriculum
- Two year theme map with non-core subjects mapped out (Appendix 1)
- Curriculum map by theme with key skills (medium term plan) supported by key skills progressions across non-core subjects
- Weekly plans and unit plans
- Daily planning

Middle and senior leaders monitor planning regularly.

Two year theme map

- The curriculum is planned across a two year cycle of themes.
- The two year cycle ensures coverage of the full range of subjects
- The two year cycle captures careful linking of themes with regular opportunity to build on past learning, supported by Key Skills Progressions across non-core subjects

Medium Term

Curriculum Map by Theme

- The Curriculum Map by Theme is a medium term plan outlining the scope of teaching within each theme over each half term. Within phases and year groups, teachers work to embed key skills with clear outcomes across the curriculum, reflecting learning in the Humanities, Art/DT, Dance/Drama/ Music, PSHE, Science, Computing and PE, plus Modern/Ancient Foreign Languages (Latin) in Key Stage 2.
- Phonics teaching through Read Write Inc is mapped out from nursery to Year 2, SPaG teaching is mapped out across Key Stages 1 and 2 in the National Curriculum.
- The teaching of skills in reading is linked to the half-termly theme wherever possible in order to embed the learning in a context which is meaningful to the children.

- Opportunities for educational enrichment to deepen learning are identified within medium term plans. These include educational visits, visits from leading professionals and projects run by organisations such as Zonation and UAL St Martins.
- Assistant Heads have the responsibility to guide and monitor planning against the skills progressions to ensure that skills and experiences are developed in a meaningful way.
- Literacy Units are planned for by genre related to the half-termly theme.

Weekly and Unit Plans

- For EYFS and Key Stage 1, 'Guided Practice' sessions are planned for in a weekly cycle of differentiated guided reading sessions with the teacher and teaching assistants/EYEs, in line with the 'Read Write Inc' guidance.
- In Key Stage 2, a quality text is identified for each half term which is linked to the Curriculum theme. The children read this together during daily Whole Class Reading lessons. Activities within these lessons are planned on a weekly cycle to develop a range of comprehension skills.
- Weekly phonics and SPaG (spelling, punctuation and grammar) planning reflects a range of differentiated activities - teaching, rehearsing and applying knowledge and skills. SPaG planning and teaching is incorporated into writing lessons.
- There are clear expectations in place regarding the planning of writing and maths units. The calculation policy is used for the planning of maths using the maths overview and a selection of carefully curated core resources for each year group to structure the sequence of learning, including DFE guidance.
- Opportunities are established for 'working walls' within the unit plans as well as targets for particular groups.

Daily Planning

- Learning in lessons is planned and guided using carefully constructed interactive whiteboard slides.
- Learning objectives and success criteria are identified and reflect the Language of Learning. They demonstrate clear adaptation for groups and individuals within the class.
- Deployment of additional adults is made explicit.
- Daily planning identifies independent activities and guided sessions. Teachers' planners demonstrate Assessment for Learning (AFL) and evaluation through annotation and notes.

Early Years Foundation Stage planning is based on each child's ongoing formative assessment.

Long term and medium term plans are established to ensure coverage of the curriculum, but these are adapted and refined according to the needs of individuals and the class.

Weekly plans include:

- Adapted letters and sounds plans which map out activities to review, teach and apply phonic knowledge, following the 'Read Write Inc' approach.
- Differentiated maths plans which map out activities to review, teach and apply mathematical knowledge.
- Indoor and outdoor plans which detail the set-up of the environment to provide independent learning opportunities across the different areas of learning.

- Weekly plans which detail the interests and next steps of that week's focus children alongside opportunities for assessment across different areas of learning.

Assessment, Record Keeping and Reporting

Assessment for Learning (AFL)

Assessment for Learning (AFL) happens in all lessons and is the tool by which teachers and support staff identify next steps for individuals, groups and the class as a whole.

Teachers continually assess understanding within lessons through a range of strategies including: observation, questioning, learning conversations and self and peer assessment.

Class teachers and Support Staff maintain up to date Daily Planners to support AFL, robust planning and the tracking of day-to-day expectations.

Next steps feedback, both oral and written, is given to learners during lessons and through effective feedback in books. Along with self and peer assessment, this is an expectation and is embedded throughout the school. Our marking and feedback expectations ensure a positive impact on the learner's progress.

Unit targets provide clear next steps for children's learning. Self and peer assessment against these targets support pupil involvement in and ownership of their own learning and progress within each unit of work.

Assessment to track progress

A clear assessment cycle is established to support robust tracking of the progress and attainment of individuals and groups.

At the start of the Autumn term, parents are invited to a 'Meet the Teacher' meeting to support transition. Later in the Autumn term, parents are invited to parent consultations to discuss the targets set for their child and to support home and school partnership in supporting the child to meet these.

Challenging targets are set at the beginning of the academic year using Fischer Family Trust and agreed in partnership between the class teachers, the Assistant Heads and the Head of School through Pupil Progress Meetings.

Targets are set against Age Related Expectations in line with National Curriculum Statutory Requirements. Children who need to make accelerated progress to meet their targets are identified.

A range of written assessments and AFL activities measure pupil attainment during two formal assessment points across the year. This includes phonics tracking and Leuven Scales assessments

in EYFS and KS1. Pupil Progress Meetings follow each formal assessment point to review targets, adaptations and interventions.

After the Spring term assessment point, a Record of Assessment is sent home with information about children's attainment and targets. Families are invited to parent consultations to discuss these. After the Summer term assessments, End of Year Reports are shared with families.

Attainment is recorded in Arbor (online management system) and tracked throughout each pupil's time at the school.

In the EYFS and KS1, Tapestry is used to collate assessment evidence, track attainment and support target setting across all areas of learning.

Attainment is reported to parents within the child's age band against expected levels as follows:

EYFS	Key Stage 1	Key Stage 2
	Below expected	Below expected
Emerging	Emerging	Towards expected
Working Within	At expected	At expected
Securely Within	Above expected	Above expected

Class teachers are responsible for keeping up to date teaching and learning records which include:

- Class lists & pupil information
- Information with regard to EAL, Ethnicity, FSM, Pupil Premium, medical and dietary needs
- Attainment data including Targets, Pupil Progress data and reviews, IPs and relevant and appropriate inclusion information
- Grouping information

Assessment in the EYFS

Assessment in the EYFS is through ongoing, regular observations which involve all adults working with the child. Some of these observations are recorded and shared with parents using Tapestry Online Learning Journals. Developmental stages are linked to Development Matters, which in turn informs the end of phase judgments made in each child's EYFS Profile, reflecting all areas of learning.

In addition, children's levels of wellbeing and involvement are assessed and tracked using Leuven Scales.

We ensure that:

- Teaching and learning activities engage and motivate children to learn, and foster their curiosity and enthusiasm for learning.

- There are focused activities to support, develop and extend children’s learning at their own pace.
- Children are given opportunities to develop their own ideas, thoughts and opinions about their play activities.
- Activities are extended/modified according to the child’s interests and next steps
- There are strong links between home and school, and the importance of parental partnership in their children’s learning is recognised, valued and developed.
- Children’s wellbeing and involvement are prioritised, with a range of activities and interventions designed especially to promote this.

Statutory Assessments

On entry to Reception, pupils take the Reception Baseline Assessment (RBA) alongside their class teacher. This is an interactive, age-appropriate assessment made up of two components assessing early mathematics and early literacy, communication and language. The information is not shared with the school. The data is gathered by the DFE and will be used by the DFE to measure the progress pupils make across primary school.

Pupils are then assessed against national standards four times throughout primary school. Primary schools are required to report outcomes of these assessments to the local authority as well as to parents and carers.

At the end of Reception (EYFS):

The Early Years Foundation Stage Profile (EYFSP) assesses each child’s development at the end of the Reception Year. This is done through teacher assessment, including evidence from observations, samples of the child’s work and knowledge of the child’s developmental levels in the seven areas of learning. When a child achieves at the expected level for the end of Reception, this is termed a ‘Good Level of Development’ (GLD). A ‘Good Level of Development’ measures children’s learning in personal, social and emotional development, physical development, communication and language, mathematics and literacy.

At the end of Year 1:

The Phonics Screening checks the children’s ability to apply phonics to decode when reading – this is considered a vital skill in learning to read. If a child does not reach the pass mark in Year 1, they have another opportunity to resit the test in Year 2.

At the end of Year 4:

The Multiplication Check assesses pupils’ quick recall of multiplication facts up to 12 x 12. Sound knowledge of these facts supports children to approach a range of maths problems with efficiency and accuracy.

At the end of year 6 (KS2):

The children are assessed in Reading, Writing, Maths, SPaG (Spelling, Punctuation and Grammar) and Science. Reading, Maths and SPaG scores are determined by a formal written test. Writing and Science are teacher assessed.

Communication

Communication within school

- Teachers work collaboratively to plan in teams as follows – Nursery and Reception, Year 1 and 2, Year 3 and 4, Year 5 and 6
- Teachers regularly share and discuss record keeping information, books and planning at phase meetings.
- Pupils' Targets, progress and attainment are monitored and discussed with Middle and Senior Leaders in regular pupil progress meetings.
- All class teachers carry out a 'Transition Meeting' at the end of the Summer term, or when required, to communicate record keeping and planning information with new class teachers, the Pastoral Care Team and school leaders.

Communication with parents and carers

- School staff are in the playground at the beginning and end of the day to encourage informal communications.
- A whole school newsletter goes to families every two weeks, summarising key events and communicating important messages.
- Tapestry (EYFS) and Google Classroom (KS1 and KS2) are the online learning platforms which also provide direct lines of communication between teachers and families.
- Google Classroom is used to celebrate some of the highlights of recent teaching and learning.
- Transitional 'Meet the Teacher' opportunities are held in September.
- Following assessment weeks in February, a Record of Assessment (ROA) goes home to parents and carers detailing attainment, learning behaviour and individual targets in PSE, Reading, Writing and Mathematics.
- End of year reports go home in July.

With Pupils

- Next steps marking, self and peer assessment are embedded elements of all lessons. Pupils are expected to engage with, reflect on and respond to opportunities to improve their own learning.
- Regular class meetings are held to ensure pupils have the opportunity to exercise their pupil voice.
- A school council, made up of elected representatives from Years 1 to 6, is established at the start of each year and meets weekly to provide a vehicle for pupil voice.
- Pupils are actively encouraged at all times to share thoughts and opinions in the day to day running of the school and wider school development

The Learning Environment

The whole school forms the Learning Environment. This includes: classrooms, the halls, the garden, outdoor learning spaces and the library.

The pupils and staff are provided with a stimulating environment in which to learn.

An enabling environment is a learning resource, a rich, varied and safe space in which children can play, explore and learn. It is child-centred and accessible, fostering independence, with a direct impact on the quality of teaching and learning, making a significant contribution to development and progress.

Displays are an integral part of the learning environment and they are expected to celebrate children's learning, reflect the cultural diversity of the school community and support learning.

Working walls are an essential classroom resource, mapping the learning throughout units of work and providing a reference point for children to support them when working independently to apply previous learning.

Use of Technology

Each classroom is equipped with an interactive whiteboard (IWB) on which teachers share slides to shape the lesson and support the learning.

Pupils have the opportunity to directly interact with the IWB to share their thinking and model to each other.

Visualisers are used to model methods and expectations. Strategies are used to celebrate success and to support AFL during mini-plenaries and plenaries.

Older pupils have individual devices on which they can access the slides individually to make best and personalised use of the resources and models shared by the teacher.

Our digital strategy is under ongoing review to ensure that digital resources are carefully curated and that staff have the necessary training so that resources can be used consistently and effectively.

Educational Enrichment

It is an expectation that teachers, as part of their classroom programme, explore and maximise learning opportunities outside of the classroom environment. This will include: visits to the local area; visits to a range of attractions across London; visits from experts; projects run by Arts organisations.

Meaningful and memorable experiences will help to ensure that learning across the curriculum is deep and embedded. Each child's experiences are captured in a digital 'Pupil Passport' as a record of their enrichment each year.

We believe it is important to ensure pupils have a good understanding of the range of opportunities available to them in their local community and beyond. These enrichment experiences will promote a good understanding of the wider world and will in turn support children in having a rich cultural understanding and to develop their cultural capital

To support children in celebrating London, and being an active citizen of London, we want to show them what it can offer and know how to manage themselves safely when exploring their local area and the rest of London when on public transport.

Key to the success of this will be:

- The use of the playground and school spaces beyond the classroom as a learning resource including the use of our garden classroom with our Environmental Tutor and the school library.
- The use of the local community including parks, the library and the leisure centre.
- Opportunity to participate in creative projects.
- Opportunities to travel on the range of public transport available in and beyond the local community.
- Planned activities where children can interact with a range of environments including museums, galleries and famous landmarks.
- Providing opportunities to enrich, extend and apply school work through home learning.

Whole school visits provide rich learning opportunities where children can extend their understanding of the world as part of a whole school experience.

Monitoring and Evaluation of the policy

The implementation of the policy will be monitored through:

- Lesson observations
- Planning scrutiny
- Book Scrutiny
- Learning walks
- Pupil progress reviews
- Pupil Interviews
- Parent surveys and feedback following RoAs, consultations and reports.

The policy is reviewed biannually by the SLT and the Curriculum Committee

Appendix 1 THEME MAP

2025-2026 History and Geography Overview EYFS, KS1 & KS2

Biannual Curriculum: Odd Years on an A Cycle & Even Years on a B Cycle at the start of the academic year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A EYFS	Who helps you? People who help us	Toys	Traditional Tales	Space	Under the Sea	Local History Study – Robert Blair
B EYFS	Monsters	Superheroes	Dinosaurs	Growing and changing	Pirates	TBC
A YR. 1 & 2 (Sept start-odd year) e.g. 2025 -2026	School Days	<i>Poles Apart</i> (Continents & North and South Pole, Equator)	<i>Kings and Queens</i>	<i>Wonder Women</i>	<i>Islands</i>	<i>History of Robert Blair</i>
B YR. 1 & 2 (Sept start-even year) e.g. 2024-2025	London Landmarks	<i>London's Burning</i>	<i>Indian Spice</i>	<i>Flight</i>	<i>The Cally</i>	TBC
A YR. 3 & 4 (Sept start-odd year) e.g. 2025 -2026	Extreme Survival	Tomb Raider	World Kitchen (Food around the world, farming, fair trade)	Meet the Flintstones (Stone Age)	Oceania (Diversity, Pollution & Climate Change)	<i>History of Robert Blair</i>
B YR. 3 & 4 (Sept start-even year) e.g. 2024-2025	<i>Going Underground</i> (London Curriculum)	Roman Rule	<i>Britain from the Air</i>	<i>Crime & Punishment</i>	<i>Journey Through Europe</i>	TBC
A YR. 5 & 6 (Sept start-odd year) e.g. 2025 -2026	The Nile to The Thames (Rivers)	Invaders (Saxons & Vikings)	North America (Including central America)	Greece Lightening	Amazonia (biosphere)	<i>History of Robert Blair</i>
B YR. 5 & 6 (Sept start-even year) e.g. 2024-2025	Disasters!	Home Front	<i>Journey Through Europe</i> (Including the location of Russia)	<i>Mexico and The Maya</i>	<i>The Arsenal</i> (Local geography and history study)	TBC

Geography

History

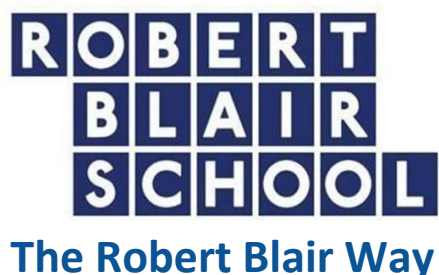
Habits of Mind

	<p>Persistence Stick to it.</p>		<p>Thinking about your thinking (metacognition) Know your knowing</p>
	<p>Thinking and communicating with clarity and precision Be clear.</p>		<p>Taking responsible risks Venture out.</p>
	<p>Managing impulsivity Take your time.</p>		<p>Striving for accuracy and precision Find the best possible solution.</p>
	<p>Gathering data through all senses Use your natural pathways</p>		<p>Finding humour Laugh a little.</p>
	<p>Listening with understanding and empathy Understand others</p>		<p>Questioning and problem posing How do you know?</p>
	<p>Creating, imagining, innovating Try a different way</p>		<p>Thinking interdependently Learning with others.</p>
	<p>Thinking flexibly Look at it another way</p>		<p>Applying past knowledge to new situations Use what you learn.</p>
	<p>Responding with wonderment and awe Have fun figuring it out</p>		<p>Remaining open to continuous learning Learning from experiences</p>

The Language of Learning

These words are evident in planning, learning objectives, children's work and displays. They help us as a community to value and articulate all elements of an individual's learning journey.





Ethos, Environment & Teamwork

1. Professional Teamwork & Communication

Effective teamwork is the foundation of the school's ethos, characterized by mutual respect and clarity.

- **Daily Alignment:** Staff meet for morning briefings to pass on essential information, clarify daily goals, and hand over specific probing questions/updates to Teaching Assistants. At the end of the day, TA's and teachers meet again to share key messages including information from AFL - planning is adapted accordingly.
- **Shared Planning:** Teachers and TAs engage in shared planning and evaluation. Lesson plans must be shared with support staff in advance (daily, weekly, half-termly) along with clear success criteria.
- **Professional Culture:** Staff commit to being reflective, open to feedback, and protective of professional trust. We model respect, leading by example with the *Habits of Mind*.

2. The Learning Environment

- **Clarity & Calm:** Classrooms are tidy, purposeful, uncluttered, and designed to eliminate distraction. They include age-appropriate reading corners and well-resourced "calm corners" with sensory boxes for self-regulation.
- **Visual Supports:** Visual timetables, dual coding, and key vocabulary with visuals (using *Widgit*) are standard across all classrooms to reduce cognitive load.
- **Resource Accessibility:** Resources are clearly organized and labelled so students can independently access them. Students also take ownership via leadership roles, e.g. Classroom Monitors.
- **Ped Tech:** Technology is used strategically to provide adaptations, personalise the learning, enable students to revisit parts of the lesson and to give immediate, personalised AFL (Google Classroom, Magma Maths and Canva).

3. Presentation & Quality Expectations

- **Quality Over Quantity:** Every minute of lesson time is maximized. Staff prioritize high-quality student outcomes over the sheer volume of work.
- **Explicit Presentation Rules:** Students are taught explicit presentation standards (e.g., one digit per box, using margins) and are motivated by earning "Pen Licenses".
- **Adult Modelling:** Staff consistently model high expectations, including neat displays and cursive handwriting script on boards and visualisers.

Our Way of Teaching

1. Review & Activate Prior Learning

- **The "Do Now":** Lessons begin with a retrieval task to reactivate knowledge and secure foundational schemas.
- **Connecting Concepts:** Teachers and students utilize KWL (Know/Want to know/Learned) charts and reference the "Working Wall" to explicitly connect prior learning to today's lesson.

2. Present Material in Small Steps (Chunking)

- **Bite-Sized Input:** Learning Objectives (LOs) are broken down into small steps so as not to overload students. The final "outcome" is shared at the start so the learning journey is transparent. Input sessions are short and sharp.
- **Pacy Transitions:** Lesson length matches the needs of the cohort rather than a rigid 60-minute block. Efficient routines ensure quick transitions between activities.
- **Engaging Hooks:** Teachers plan strong topic "hooks" to establish context and purpose for the learning.

3. Ask Questions & Check for Understanding (AFL)

- **Cold-Calling:** To ensure high engagement, "no hands up" is enforced using lollipop sticks.
- **Probing & Oracy:** Lessons prioritize pupil talk over teacher talk. Students use stem sentences, respond in full sentences, and use *Think-Pair-Share* with talk partners to rehearse descriptions and explanations.
- **Simultaneous Responses:** Teachers use mini-whiteboards for whole-class checks. TAs actively target focus groups using predetermined probing questions.

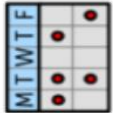

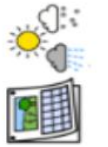














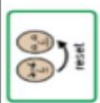









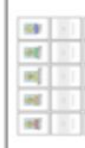







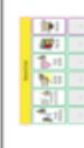




4. Provide Models and Scaffolds

- **Live Modelling:** Teachers use visualisers and flipcharts to "think aloud," narrating their thought processes and intentionally making/correcting "mistakes" to demonstrate editing.
- **Working Walls & WAGOLLS:** Updated working walls feature annotated "What A Good One Looks Like" (WAGOLL) examples and samples of children's work to highlight the learning journey.
- **Adaptations including SEND Support:** all learners are enabled to meet high expectations, accessing the main learning objective through adaptations which include: concrete manipulatives, conceptual models, strategic technology, adult support, pre-teaching and post-teaching.

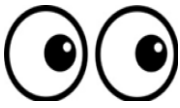
5. Guided to Independent Practice

- **Gradual Release (I Do, We Do, You Do):** Instruction moves from teacher modelling to shared writing/group experiences before students transition to independent work.
- **In-the-Moment Feedback:** Distance marking is minimized. Instead, staff utilize instant, verbal, "live" marking in books using "Pink and Green" highlighting against the Success Criteria (SC). Digital tools (Magma Maths, Google Quiz/Forms) provide immediate feedback and reduce paper worksheets.
- **Success Criteria (SC):** SC are broken down into small, measurable, achievable steps tailored specifically to the current cohort.
- **Sustained Independent Recording:** Students are given extended periods to record directly into books to build resilience. Staffing is "phased" dynamically based on live assessment so every child receives adult support at some point.
- **Student Ownership:** Students read and assess their work using purple pens to self-correct, "magpie" ideas, and use RAG (Red, Amber, Green) thumbs up/down to take ownership of their progress. Positive reinforcement is maintained through house points, gold coins, and green stickers.

Appendix 5 The Total Communication Approach

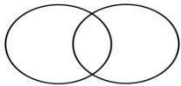
	Visual Timetable							
	Zones of Regulation							
	Zones Emotions cards							
	Five Minute Box							
	Decompression activities							

Working Scientifically



Explore

Explore using all your senses e.g. pouring water through a sieve, changing the shape of clay, shaking objects to hear the sound they make, tasting different types of fruit.



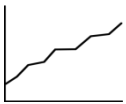
Identifying and classifying

Identifying and classifying involves sorting objects or events into groups. Clear systems (criteria) must be developed and used. Keys are often used as criteria to carry out a classifying process for example, identifying and naming mini-beasts.



Observation over time

This involves the careful observation of something over time, recording changes and taking measurements over time.



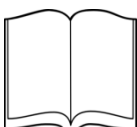
Pattern Seeking

This involves **observing and recording natural events, carrying out experiments where the factors can't easily be controlled or using secondary sources of data.** e.g. Distribution of dandelions on the school field, children who regularly eat breakfast have better concentration, taller children have bigger feet.



Fair Testing

Fair testing finds relationships between factors. One factor is changed while keeping other factors the same. Any differences are said to be the result of the changed factor (or variable).



Research

This involves finding out information that you may not be able to investigate for yourselves.