

YAPTON C. of E. PRIMARY SCHOOL




I have come in order that you might have life - life in all its fullness'
John 10:10

Teaching for Learning Policy

Approved by the Governing Body Spring 2025
Date for Review Spring 2026

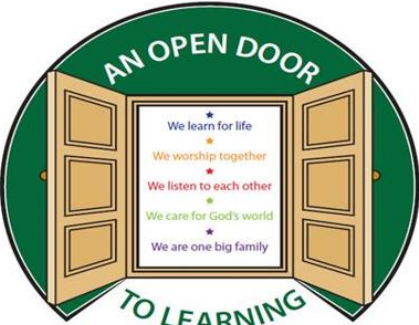
At Yapton C. of E. Primary School our vision for our learning community is



YAPTON C of E PRIMARY SCHOOL

We are Yapton C of E Primary School.


**So that we can live life in all its fullness
in God's creative world,
we have
'An Open Door To Learning' where ...**



**AN OPEN DOOR
TO LEARNING**

**"Ask and it will be given to you, seek and you
will find, knock and the door will be opened
unto you."**

Matthew 7:7



Community Dignity Hope Wisdom

At Yapton C. of E. Primary School we believe that our children should have a curriculum that empowers them to be able to 'live life in all its fullness'.

Our curriculum intent is to enable our children:

- to have a secure understanding of themselves and their place in our world today;



Community Dignity Hope Wisdom

- to be involved in planning their learning journey;
- to be aspirational in all that they do;
- to be reflective;
- to engage in purposeful real experiences;
- to be kind;
- to understand and celebrate the uniqueness of individuals.

Aims

- To promote an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- To ensure high quality teaching that enables the acquisition of skills, knowledge, concepts and understanding which will be of use to all future learning;
- To promote, facilitate and enable the inclusion of all children;
- To provide a broad and balanced curriculum which provides opportunity for all pupils to acquire content through variation and differentiation;
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning;
- To work in partnership with parents and the community;
- To develop lively and enquiring minds in all of our children.

The Curriculum

National Curriculum subjects are delivered through a knowledge based curriculum either through an overall theme or topic each term or a focused specific skill lesson. Each phase map these skills out to show progression and coverage which are monitored by Subject Leaders. Children are taught daily English and Mathematics lessons. Maths is taught in discrete year groups. Where appropriate, these are linked to the theme or topic which links other subjects together to help make learning engaging and relevant and to promote the development of key knowledge and skills across the whole curriculum. RE is taught following The Emmanuel Project for Religious Education; PSHE and SRE follow the Jigsaw programme and this is also taught in discrete year groups; the school's SRE curriculum is reviewed and adapted in line with West Sussex County Council guidelines.

The Core Subjects – English (reading and writing) and Maths are taught in the morning. The other subjects are taught in the afternoon. Alternative provision – a more holistic approach to learning – is available in the afternoons to those groups of children who struggle to maintain their concentration in the classroom all day.

The Learning Journey

Our learning journey incorporates the 5 E's

- Engage – children are 'hooked' into their learning
- Enquire & Explore – the teaching and learning element
- Evaluate & Express – the individual expression of the learning

Planning

Planning considers individual progress through staggered inputs and differentiation wherever possible. Planning is linked to prior assessments and learning. We plan our learning journeys with defined outcomes. Each of the learning journeys for Foundation subjects identify three key components of knowledge which we consider to be essential for our children. Schemes of Work contain information about the tasks to be set, the resources needed, and the way in which we assess the children's work. We evaluate lessons so that we can modify and improve our future teaching. Planning is monitored by Subject Leaders, Key Stage Leaders and Senior Leaders. Planning should clearly identify

learning objectives appropriately differentiated to match the needs of groups/individual pupils and recorded on the agreed proforma. All classes have a hard copy of planning available in classrooms and also saved centrally on the school server. The expectation is that this is done in a timely manner ready for the next set of sessions and disseminated to other staff as agreed in year groups.

Planning – before the lesson teachers may:

- plan schemes of work which follow an engage, enquire and explore, evaluate and express pathway through learning;
- use formal and informal assessments in order to determine where the children are in their learning and their next steps;
- establish a clear learning goal “i am learning to/about” in ‘child friendly’ language arising from this assessment, the success criteria that will enable the children to achieve the learning and opportunities for both children and the teacher to assess progress against these;
- establish an initial ‘hook’ that will motivate and engage the children;
- contextualise the learning either by making it relevant to the lives and/or interests of the children, and where appropriate making cross curricular links;
- plan an appropriate structure of a variety of learning opportunities within the Scheme of Work that provide appropriate scaffolding and adaptation so that the children are able to meet the learning objective and provide challenge to move learning on;
- identify the use of other adults and ensure learning opportunities cater for all learning styles by ensuring provision reflects the universal offer for all children;
- pre-teach content of the lessons and subject specific vocabulary to individuals / groups of children / the whole class as appropriate.

Introduction to the lesson – a good introduction to a lesson could include:

- recapping on prior learning, allowing time for the children to look at their feedback from the previous lesson;
- sharing the learning with the children and referring to it at different stages throughout the lesson to keep learning focused; (there may be circumstances when the ‘I am learning to/about’ is developed later in the lesson e.g. arising from an investigative activity)
- sharing the learning goal and lesson’s success criteria with the children so that they know exactly what they need to do in order to achieve the learning and, where appropriate, enabling the children to develop their own success criteria through clear modelling;
- introducing subject specific language which is modelled by the teacher during the session with an expectation that the children will use the vocabulary in their verbal and written responses;
- putting the learning into context; explaining to the children why they are learning what they are learning and considering the subject specific knowledge and / or skills being taught which enable us to work as mathematicians / scientists / historians etc;
- using appropriate resources, including ICT and other adults, in order to support children’s learning;
- ensuring there is a good balance between teacher and child talk and that all children are actively involved, engaged and challenged in meaningful activities;
- a wide range of assessment strategies are used by both the children and the teaching in order to ascertain progress made and assessed in line with the national standard and Bromcom assessment statements for reading, writing and mathematics;
- evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours, assessed using the school’s behaviour for learning ladders.

Main teaching – the main teaching part of the lesson could include:



- Informing the children of the learning, steps to success and specific language to be used;
- teacher modelling the process and task which is expected of the children;
- using resources which stimulate, sustain and support children's learning;
- appropriately differentiated questioning;
- good pace to the lesson; ensuring that it is not too quick that children are not understanding their work and are being left behind; but pacy enough that children remain engaged;
- secure subject knowledge demonstrated by the class teacher;
- all children actively involved and engaged in their learning;
- high expectations of children both in terms of their work and their learning and social behaviours;
- praise for the children when they do the right thing, achieve well and make progress using the school's behaviour for learning ladders;
- a wide range of assessment strategies which are used by both the children and the teacher;
- evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

Group teaching and independent activities – this part of the lesson could include:

- differentiated activities through prescribed outcome, support, resources etc which match the learning and steps to success;
- opportunities provided for the children to talk about learning, experimenting with concepts, asking questions and learning in preferred learning style;
- the teacher normally teaching a focus group; moving that group's learning forward and maximising all opportunities for learning;
- Fluidly grouping pupils within the lesson so that they move to work with appropriate scaffolding and support as appropriate and extended / challenged to make expected or better progress;
- effective use of other adults such as class based TAs, in order to support learning and/or move it forward;
- mini plenaries, where appropriate, to either move learning on, consolidate learning or address misconceptions;
- children receiving positive and diagnostic feedback about their effort and their learning through live marking and feedback;
- time reminders to indicate to the children how long they have left to complete activities;
- a purposeful learning atmosphere dependent on the task the children are completing.

End of the lesson – a good plenary or series of mini plenaries could include:

- reference to the learning that has taken place and success criteria;
- teachers, and increasingly children, making assessments which inform future learning;
- the use of a range of low-stakes assessment strategies; allowing children time to reflect on their learning, checking to see if they have met the lesson's learning using the lesson's success criteria;
- consolidation on the lesson's learning, reflecting on whether the success criteria have been achieved, moving learning forward, addressing misconceptions, further peer or teacher modelling of work, making links to future learning.

Assessment and evaluation – after the lesson good assessments made by the teacher could include:

- using AfL strategies to evaluate whether all the children or groups of children achieved the learning and met the lesson's success criteria, and whether the children's learning moved on and if it didn't, why not?
- annotating / arranging pupil groups fluidly so that they are working with appropriate scaffolding and support each session;

- reflecting on which parts of the lesson went well, which parts were the children most engaged in; and which parts of the lesson did not go so well and why;
- reflecting on appropriate interventions for individuals / groups of children / the whole class, taking into consideration whether intervention should occur immediately, whether the work needs to be revisited at the start of the next lesson or if the learning objective need to be completely revisited again;
- as appropriate, diagnostically marking the children's work, clearly stating what they have done well and what the next stages in their learning are;
- using assessment to inform future planning and next steps in learning and the Bromcom assessment statements for Reading, Writing and Mathematics to regularly moderate and ascertain whether the child is at national standard and what is needed in order for them to achieve this.

Teaching Methods

Everyone learns in many different ways. Our Universal Offer (Appendix A) and Graduated Response to the Wider Curriculum (Appendix B) recognises the need to develop strategies that allow all children to learn in ways that best suit them. We offer opportunities for children to learn in different ways and refer to the Characteristics of Effective Learning throughout the school. Some examples of teaching methods seen would include:

- explore, extend, challenge, master: clear child friendly terminology to determine the level of challenge
- child-led learning
- investigation, enquiry and problem solving;
- research and information processing;
- group/team work;
- paired work;
- independent work;
- whole class work;
- asking and answering questions, reasoning;
- use of Information Technology;
- visits and outdoor learning opportunities;
- creative thinking/performing activities;
- debates, role-play and oral presentations;
- designing and making things;
- opportunities to evaluate their own learning
- participation in physical activity/outdoor activity;
- use of external experts/coaches;
- using skills/talents of staff;
- play.

Management and Organisation of the Classroom



All of our staff follow the policy with regard to behaviour for learning. Our behaviour for learning ladders are in every classroom. We expect every child to aspire to achieve the best that they can whilst accepting that wrong choices may be made. Our behaviour for learning ladders give children the opportunity to restore and repair a poor choice. Every child who achieves 'Great Learning Choices' is awarded one merit for their house team. A postcard is sent home to recognise the achievement of 'Superstar Learner'. Each class sets and agrees their own class charter or code of conduct. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general.

Our classrooms are attractive learning environments. We regularly change displays so that the classroom reflects the topics studied by the children. The work displayed should be of a high standard and use both 2D and 3D in a variety of media. We ensure that all children have the opportunity to display their work at some time during the year. Displays relating to English and Mathematics may be in the form of working walls, to include prompts for the children. These working walls are not intended to be perfect and display completed work but rather to reflect and support ongoing learning. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources which results in high quality work by the children.

All areas of the learning environment are planned for, including where appropriate, the outside areas, in order to ensure opportunities for a range of activities which will develop appropriate knowledge, skills and understanding. These ensure that:

- the organisation of the classroom meets the needs of the children;
- the learning environment promotes independence and choice;
- there is a balance of individual, group and whole class teaching;
- resources and materials are well organised and labelled so that children know where to find equipment for lessons. They should be regularly cleaned and checked for damage;
- reading corners are comfortable and attractive;
- areas for imaginative play change regularly in order to give opportunities for a range of role play which will contribute to learning in a purposeful manner;
- time is taken to train children in procedures and routines. Children should be involved in the maintenance and care of all equipment and resources;
- stationery is checked regularly and readily available and accessible to the children;
- children have an understanding of time scale for a piece of work. They know what purposeful activity to move onto when a piece of work is completed;
- the appearance of the classroom is valued by the teacher and children and time is made for tidying up.

The Role of Governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- promote positive relationships between Governing Body and all other members of the school community including; children, their parents/carers and staff;
- visit the school and talk to children and staff about their learning experiences;
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- seek to ensure that our staff development and our Performance Management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from Subject Leaders, the Headteacher and a review of the in-service training sessions attended by staff;
- promote and support the positive involvement of parents within the school.

The Role of the Leadership Team

Senior and Middle Leaders are responsible for providing a strategic lead on the effectiveness of teaching and learning and for monitoring the impact of teaching across phases of the curriculum. Leaders will:

- ensure that there are procedures for monitoring the quality of teaching and learning, tackling any underperformance;

- ensure that all staff receive appropriate Continued Professional Development (CPD) in relation to improving the quality of teaching linked to the Teachers standards, where applicable and performance management;
- monitor the achievement and progress of all groups of children including those with SEND, EAL and for whom the Pupil Premium provides support;
- monitor and evaluate the impact of interventions designed to narrow the gap for individuals or particular groups of children in learning.

The Role of Teachers

Teaching staff at Yapton C. of E. Primary School:

- make a special effort to form positive relationships with the children in their class and other members of the school community;
- have secure subject knowledge and understanding – when support is needed staff can seek advice from Senior Leaders or Subject Leaders;
- plan appropriate Schemes of Work for all groups of children and access high quality resources;
- have a clear learning objective which is explained to the class which remains on display. These are not necessarily shared at the start of the lesson and may or may not be written in books;
- use live marking to provide feedback within sessions;
- intervene at the point of misconception or target teach individuals or groups;
- demonstrate key elements of good Assessment for Learning practice;
- ensure that activities are varied and differentiated to ensure that children explore, develop and practice new skills/concepts;
- liaise when planning work for children with special educational needs, giving due regard to information and targets contained in the children's individual plans;
- scaffold and adapt teaching and learning, as appropriate, for children with disabilities;
- ensure a range of differing learning styles and cultural diversity is catered for in order to sustain their concentration, motivation and application this ensuring participation and understanding;
- have high expectations of presentation, quality and quantity of work;
- ensure that TAs are fully involved and active in lessons and planning. Sometimes, they work with individual children and sometimes they work with small groups;
- ensure that TAs are aware of their role and expected outcomes. They should have access to weekly planning;
- ensure that any voluntary help in the classroom has a predetermined and specified task.

The Role of Teaching Assistants

Teaching Assistants at Yapton C. of E. Primary School:

- build secure relationships with the children to enable them to understand individuals in a holistic context, this will ensure that each child is ready to learn at any point in the School day;
- build positive relationships with other adults in the School community in order to best support our children
- use live marking to provide feedback within sessions;
- liaise with the Class Teacher to ensure a clear understanding of the teaching outcomes for the children;
- ensure communication and feedback both about and with the children is effective as a strategy to move learning on.

The Role of Pupils

Pupils at Yapton C. of E. Primary School are expected and encouraged to:

- uphold their 'right to focus'
- have high levels of engagement, commitment and cooperation within learning time;
- respond well to staff and lessons proceed without interruption. For those children on a Behaviour for Learning plan, they should follow this to ensure learning for all
- respond readily to the challenge of the tasks set, show a willingness to concentrate on them and make good progress;
- have the confidence to have a go and raise questions and to persevere with the work when answers are not readily available;
- evaluate their own work and, with guidance, identify next steps.

The Role of Parents and Carers

We believe that parents and carers have a fundamental role to play in helping children to learn. We do all that we can to inform parents and carers about what and how their children are learning by:

- holding learning review meetings and workshops to explain our school strategies for English, Mathematics, health and behaviour;
- sending regular information to parents and carers which outlines the topics that the children will be studying;
- explaining to parents and carers how they can support their children with learning, expecting regular shared reading with their children, frequent practice of spellings and multiplication facts and support for the children with any creative work linked to the half termly hooks into the learning.

We believe that parents and carers have the responsibility to support their children in their learning. We would therefore like parents and carers to:

- promote positive relationships between all members of the school community including children and children, children and staff, children and their parents/carers and staff and parents/carers;
- attend and contribute to parents' evenings and workshops;
- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- promote a positive attitude towards school and learning in general and praise their children for the good things that they do in school;
- support their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practicing a concept.



Community Dignity Hope Wisdom

Universal Offer EYFS and Key Stage One

Curriculum

- Engaging environment with open ended resources incorporating natural and authentic materials.
- Celebrating individual achievements in work and in play.
- Resources available to self-select – all children are encouraged to use the resources.
- Learning objectives in books
- EYFS – play based and Tell Miss about your learning this week.
- Exciting hooks to launch the learning focus for the half term.
- Carefully sequenced Learning Journey- Engage-Enquire and Explore-Evaluate and Express

Maths

- Maths vocabulary displayed
- Engaging characters with the aliens so the children can talk about their learning.
- Various methods are demonstrated
- Stem Sentences
- Maths Mission is displayed.
- Flash Fluency allows children to revisit previous learning away from the point of teaching.
- Children access the maths resources during their play.
- Planet Awards for achieving a Maths Mission

Writing Journey

- Hook into learning
- Vocabulary explored
- Challenging texts
- Same writing process
- Big Ideas Books
- Writing Frames
- Picture prompts
- Word Mats
- Sound Mats
- Tricky words
- Opportunities for writing during play – independent writing
- Marking – Pink , green, yellow

General Classrooms

- Visual timetable
- Mixed and flexible groupings



- Working walls
- End Goals are clear
- All children have a voice
- Interventions same day
- Pre teaching
- Behaviour for Learning
- Pens and Pencils, paper
- Daily Phonics

Universal Offer Key Stage 2

Curriculum

- Clear LTP – ensuring broad and balanced curriculum offer
- Exciting hooks to launch the learning focus for the half term.
- Exciting half term / home learning opportunities
- All curriculum subjects planned with explore / enquire / express to provide opportunities for pupil choice.
- Engaging learning environments are linked to the current topic.
- Children have access to a range of resources at all times.

Maths

- Learning walls with vocabulary support pupils' learning
- A variety of strategies are modelled in Maths and children are encouraged to develop their reasoning skills as part of each session.
- Scaffolding prompts on the wall e.g. modelled maths, examples or steps for how to solve something,
- Concrete resources and pictorial representations support maths learning.
- Self-assessment / peer assessment and pupil voice provide opportunities for pupils to be involved with assessment of progress towards a planned learning intention.
- Maths Moments / Flash to consolidate fluency in 4 operations / fractions.
- Sentence starters for pupil voice / STEM sentences within lessons

Writing Journey

- Learning walls with vocabulary and spelling support in English
- Scaffolding prompts on the wall e.g. modelled writing features of writing, step by step guide
- Ideas books to scaffold writing journey and provide toolkit / toolbelt of success criteria.

- Access to resources to support writing – e.g. word mats, ispace, thesaurus, dictionaries etc.
- GR structure, which is often linked to the writing journey, ensures children develop all the necessary reading skills to access the curriculum fully
- Quality Texts are used to engage children and provide high level of interest.
- Self-assessment / peer assessment / decision conversations / grow and glow
- Finished / published work celebrated within class or the wider school community (to include children of all abilities)

General Classrooms

- Targeted and reactive interventions within lessons and within the day led by CT as well as Other Adults.
- There are flexible groupings in all areas of learning
- Pupil voice is valued and every child is a member of the Community Circles in their house team.
- Pre teaching
- Assessment of prior learning to inform planned steps.
- Excellent knowledge of pupils in class
- Active learning opportunities sort
- Morning Meetings to recap Characteristics of Effective Learning and Critical thinking skills
- Enrichment opportunities – hooks / trips / visitors / sports / arts / music / clubs
- Live marking provides in the moment feedback about how to improve
- Highlighters / Verbal Feedback / Written Feedback ensure all pupils have access to high quality feedback.





Subject	Communication and Language		Physical Development	Personal, Social and Emotional Development	
Challenge	Exploring more expressive vocabulary through asking open questions, encouraging and modelling the use of how, why and because.		Creating obstacle courses independently, use of obstacles when using the big toys. Physical problem solving. Use of equipment skills to play games. Using smaller equipment with refined skills. Adding more definition to movements. Encouraging creating sequences of movements independently.	Modelling and encouraging empathy towards others feelings. Encouraging independent problem solving with peers.	
Core					
Support	Role play areas. Modelling language by an adult. Language modelled by peers. Sentence starters. Picture prompts. Sharing stories and discussions 1:1 or in small groups. Singing songs and rhymes. Adults posing questions such as ‘Do you mean....?’ ‘Could we say that....?’ To help children further express their ideas.		Fine motor activities available in provision. Adult support to use big toys. Adult modelling of equipment skills (e.g large balls) Big balls and larger equipment. Chalk and big drawing opportunities, repetitive pattern practise. Allowing thinking time. Use of larger pencils, crayons, chalks, pencil grips. Use of cushions to encourage proper sitting on chairs.	Using visual emotion cards and social stories. Adult modelling and discussions of how to express feelings appropriately. Reward charts for using the toilet. Giving limited options of play decisions to reduce cognitive overload. Allowing thinking time.	
Subject	Literacy		Mathematics	Understanding the World	Expressive Arts and Design
Challenge	Encouraging writing from memory, and more at length, add in adjectives, adventurous vocabulary, extending sentences with and. Spell high frequency words correctly. Green to go. Beginning to edit with a red pen.		Challenges in independent maths play, reasoning BY asking open questions, encouraging and modelling the use of how, why and because to explain their understanding, opportunities for independent maths play in	Exploring more expressive vocabulary through asking open questions, encouraging and modelling the use of how, why and because. Encouraging and modelling expression of own opinions and making	More accurate use of colours, Using different materials to add effects, explaining their choices in their creations using because. Following more complicated rhythms and patterns. Encouraging use of more detail



	Introduction of different punctuation. Adults modelling of writing. Success criteria given through verbal and visual prompts.	provision,	comparisons. Encouraging recording of their understanding.	in drawings. Respond to music and art using their vocabulary of how, why, because and making comparisons to draw on previous experiences.
Core				
Support	Sound mats, picture prompts, colourful semantics, sentence support strips, sentence starters, phoneme frames, phoneme blocks, word building blocks., phoneme frames, pupil voice to write more expressive ideas beyond their writing ability, story maps to encourage storytelling, role play and drama to build vocabulary with adult modelling, broken down tasks into smaller chunks, adult modelling of writing, vocabulary on working wall. Recapping of previous learning. Same day interventions. Allowing thinking time. Use of larger pencils, crayons, chalks, pencil grips. Use of cushions to encourage proper sitting on chairs.	broken down tasks into smaller chunks, overlearning of previous teaching in provision of maths play with both independent and adult led opportunities to access these. Vocabulary on maths wall. Visual clues for numerals, amounts and symbols. Singing rhymes and counting songs, same day interventions. Allowing thinking time.	Role play areas. Modelling language by an adult. Language modelled by peers. Sentence starters. Picture prompts. Sharing stories and discussions 1:1 or in small groups. Singing songs and rhymes. Adult scribing pupil voice of children's understanding. Adults posing questions such as 'Do you mean....?' 'Could we say that....?' To help children further express their ideas. Allowing thinking time.	Adult modelling of use of materials and equipment. Limit resources available reduce cognitive overload. Focused, guided practise of skills, e.g cutting a straight line. Breaking down tasks into smaller chunks. Visual prompts and examples for creative play. Singing songs and rhymes together in groups. Allowing thinking time. Allowing thinking time. Adult modelling of rhythms, overlearning and practise of musical skills. Stencils and tracing opportunities.





Subject	R.E.	Science	Computing
Challenge	<ul style="list-style-type: none"> Retell this from a different viewpoint Explain your learning to someone else Make links between religions Create contextual links Ethical questioning within day to day life 	<ul style="list-style-type: none"> Explain your results Choose how you record your learning Follow a line of enquiry that you are interested in as a result of this lesson Set up a test and explain findings 	<ul style="list-style-type: none"> Apply skills to another activity Explain the task to someone else by demonstrating step by step Be careful of- watch out for!
Core			
Support	<ul style="list-style-type: none"> Sentence stems Pupil voice scribed Picture prompts and puppets to retell a story 	<ul style="list-style-type: none"> Sentence stems Pupil voice scribed Premade table for results Physical recording e.g. sorting hoops 	<ul style="list-style-type: none"> Work in mixed ability pairs Pre-teach key vocabulary and skills

Subject	P.S.H.E. (Jigsaw)	History	Geography	P.E.
Challenge	<ul style="list-style-type: none"> Hot seating- putting yourself in somebody else's shoes Interviewing What if I wonder Reasons & disagreements 	<ul style="list-style-type: none"> Extend with deeper thinking questioning e.g. <i>How do artefacts help historians?</i> Follow a line of enquiry you are interested in as a result of this learning 	<ul style="list-style-type: none"> Extend with deeper thinking questioning e.g. <i>What do geographers need to be able to understand the world</i> Follow a line of enquiry you are interested in as a result of this learning 	<ul style="list-style-type: none"> Change e.g. space, time, equipment, group size Become the teacher-model task Explain the task- what works well Watch out for!
Core				
Support	<ul style="list-style-type: none"> Sentence stems 	<ul style="list-style-type: none"> Pre-teach some key 	<ul style="list-style-type: none"> Pre-teach some key 	<ul style="list-style-type: none"> Change e.g. space, time,



	<ul style="list-style-type: none"> • Pupil voice scribed • Picture prompts and puppets to retell a story • Talking tins • Draw and talk 	vocabulary <ul style="list-style-type: none"> • Multi- sensory approach e.g. artefacts to handle • PV captured • Talking tins • Draw and talk 	vocabulary <ul style="list-style-type: none"> • Songs • Picture prompts • PV scribed • Talking tins • Draw and talk 	equipment, group size <ul style="list-style-type: none"> • Mixed ability groups
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Subject	Art and Design	Design Technology	Music
Challenge	<ul style="list-style-type: none"> • Interpretation of artwork- how does it make you feel? Consider the artist's intent • Explain your own artwork and decisions you have made • Express opinions about artwork of others and their own 	<ul style="list-style-type: none"> • Explain purpose and what your design will achieve • Test and explain design prototypes • Explain choices and compare materials, designs etc • Explain success and failure 	<ul style="list-style-type: none"> • Become the teacher • Express how the music you have heard or played makes you feel • Which instruments would you use to make somebody feel a certain way • Where might you hear or want to use this music?
Core			
Support	<ul style="list-style-type: none"> • Refined choice e.g. choose one pencil skill to work on • Reduce or increase space given • Break task down into manageable steps 	<ul style="list-style-type: none"> • Work in mixed ability groups • Provide choice and example • Break task into manageable chunks • More time to explore prototypes and engagement time to build conceptual awareness 	<ul style="list-style-type: none"> • Promote individual skills i.e. rhythm and provide with an appropriate instrument • Reduce the group size if noise sensitive • Reduce task e.g. number of notes needed





Subject	R.E.	Science	Computing
Challenge	Higher order questioning Create own questions Research deeper/wider Explain using deeper theological language and ideas	Higher order questioning Create own questions Research deeper/wider Predict and conclude using scientific rationale Independent choice of recording results (where appropriate) Opportunities to lead learning STEM ambassadors	Research deeper/wider Predict and conclude using technical vocabulary Opportunities to lead learning Opportunities to extend learning (e.g. coding, spreadsheets etc.)
Core			
Support	Broken down tasks (staged now, next, then) STEM sentences Scribed verbal responses Vocabulary provided Mixed ability partners Visual Cues	Broken down tasks (staged now, next, then) Adapted investigations (appropriate to stage of learning) STEM sentences Scribed verbal responses Vocabulary provided Mixed ability partners Visual Cues Scaffolded recorded methods (e.g. tables/graphs)	Broken down tasks (staged now, next, then) Vocabulary provided Mixed ability partners Visual Cues

Subject	P.S.H.E. (Jigsaw)	History	Geography	P.E.
Challenge	Higher order questioning Create own questions Research deeper/wider Explain using deeper philosophical language and ideas	Higher order questioning Research deeper/wider Explain using deeper historical language and skills Make further links between different historical periods	Higher order questioning Research deeper/wider Explain using deeper geographical language and skills Make further links between different places	Opportunities to lead Participation in extra-curricular events designed to challenge most able Scheme offers opportunities to extend existing skills



		Deeper questioning of sources and their validity		Celebrate achievements
Core				
Support	Broken down tasks (staged now, next, then) STEM sentences Scribed verbal responses Vocabulary provided Mixed ability partners Visual Cues	Broken down tasks (staged now, next, then) STEM sentences Scribed verbal responses Vocabulary provided Mixed ability partners Visual Cues Pictorial recording as appropriate	Broken down tasks (staged now, next, then) STEM sentences Scribed verbal responses Vocabulary provided Mixed ability partners Visual Cues Pictorial recording as appropriate	Scheme offers opportunities to support Mixed ability groups Broken down tasks Inclusive curriculum- reasonable adjustments made

Subject	Art and Design	Design Technology	Music	M.F.L.
Challenge	Research deeper/wider Explain using deeper artistic language and ideas Make further links between different artists, artistic movements and craftspeople Deeper analysis of their own work and that of others, including reflection on its effectiveness	Research deeper/wider Explain the design process using deeper technical language and ideas Deeper analysis of their own work and that of others, including reflection on its effectiveness	Expectation to read simple music notation from a stave Opportunities to lead learning Celebrate achievements Scheme offers opportunities to extend existing skills	Opportunities to lead learning Scheme offers opportunities to extend existing skills Celebrate achievements Research deeper/wider Begin to make links between languages
Core				
Support	Broken down tasks (staged now, next, then) Scribed verbal responses Vocabulary provided Mixed ability partners Visual Cues Scaffolding for techniques	Broken down tasks (staged now, next, then) Scribed verbal responses Vocabulary provided Mixed ability partners Visual Cues Scaffolding for techniques	Scheme offers opportunities to support Mixed ability groups Broken down tasks Inclusive curriculum- reasonable adjustments made	Scheme offers opportunities to support Mixed ability groups Broken down tasks





Subject	R.E.	Science	Computing
Challenge	Higher order questioning Create own questions Research deeper/wider Explain using deeper theological language and ideas	Higher order questioning Create own questions Research deeper/wider Predict and conclude using scientific rationale Independent choice of recording results (where appropriate) Opportunities to lead learning STEM ambassadors	Research deeper/wider Predict and conclude using technical vocabulary Opportunities to lead learning Opportunities to extend learning (e.g. coding, spreadsheets etc.)
Core			
Support	Broken down tasks (staged now, next, then) STEM sentences Scribed verbal responses Vocabulary provided Mixed ability partners Visual Cues	Broken down tasks (staged now, next, then) Adapted investigations (appropriate to stage of learning) STEM sentences Scribed verbal responses Vocabulary provided Mixed ability partners Visual Cues Scaffolded recorded methods (e.g. tables/graphs)	Broken down tasks (staged now, next, then) Vocabulary provided Mixed ability partners Visual Cues



Subject	P.S.H.E. (Jigsaw)	History	Geography	P.E.
Challenge	<ul style="list-style-type: none"> • Opportunity for deeper self-reflection • Higher order questioning 	<ul style="list-style-type: none"> • Compare and consider the impact on the modern world • Additional research • Ask their own questions 	<ul style="list-style-type: none"> • Compare and consider the impact on the wider world • Make links with other areas of the world • Ask their own questions 	<ul style="list-style-type: none"> • Modelling to other pupils • Leading warm-up and cool-down • Referee role • Opportunities to work with matched peers • Opportunity to modify activity, task or rules
Core				
Support	<ul style="list-style-type: none"> • Vocabulary • Sentence stems • Oral rehearsal of thoughts and feelings 	<ul style="list-style-type: none"> • Vocabulary • Sentence stems • Pupil voice is scribed • 	<ul style="list-style-type: none"> • Vocabulary • Sentence stems • Pupil voice is scribed • 	<ul style="list-style-type: none"> • Videos modelling the skill and activity • Adapt equipment or distance
Subject	Art and Design	Design Technology	Music	M.F.L.
Challenge	<ul style="list-style-type: none"> • Children choose their own medium • Make comparisons between artists • Opportunities to explain their artistic choices 	<ul style="list-style-type: none"> • Opportunity to deconstruct mechanisms • Make links with other products • Opportunity to select and justify their use of tools 	<ul style="list-style-type: none"> • Peer support in a 'teacher' role to develop their ability to explain their understanding • Challenging notations • Comparing and contrast different genres and artists 	<ul style="list-style-type: none"> • Additional vocabulary • Opportunities to use vocabulary within longer sentences and within a conversation • Peer support in a 'teacher' role to develop their ability to explain their understanding
Core				
Support	<ul style="list-style-type: none"> • Modelling in a focused group or 1:1 • Visual prompts • Opportunities to talk about their outcomes 	<ul style="list-style-type: none"> • Modelling in a focused group or 1:1 • Visual prompts • Providing pre-constructed materials 	<ul style="list-style-type: none"> • Slowed pace • Reduce the number of notes to play • Consider different style and size of instruments to suit individual needs 	<ul style="list-style-type: none"> • Vocabulary • Sentence stems • Visual picture prompts





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