



## **Teaching & Learning**

**Expectation:** There is an agreed whole school approach to teaching and learning that is underpinned by inclusive pedagogy and practice. A range of high-quality teaching strategies and approaches are used flexibly to meet the needs of all students.

---

**Expectation:** The curriculum is designed to be accessible, relevant and meaningful for all students. The curriculum is designed to give all learners the opportunity to work in different ways, including in different pairs, groups and independently, based on strengths, needs and content.

---

**Expectation:** There are high expectations for all pupils, regardless of their starting points and any challenges they may face. Teachers understand the needs of the learners in their classroom and specifically plan and adapt their lessons accordingly.

---

**Expectation:** Teachers support all pupils to work towards independence by providing support and scaffolding as required.

### **Our Provision:**

- There are opportunities for staff to share good practice with each other and other settings.
- Staff are supported and encouraged to think flexibly about their approach to teaching and learning – they can go 'off script' or revisit specific areas when they feel it is needed.
- There is a clear agreement about what inclusive and adaptive teaching looks like in practice across the setting.
- All pupils, and especially those with SEND, have access to quality teaching from the class teacher.
- Agreed school strategies are embedded in all lessons – for example, those described in the Education Endowment Foundation, Five-a-day approach: Scaffolding, Explicit Instruction, Cognitive and Metacognitive strategies, Flexible grouping, Using technology.
- Whole-class strategies scaffold language, executive function and emotional regulation.



- Teachers give pupils the opportunity to participate in regular movement breaks to support regulation and promote better engagement.
- Concrete resources, visuals and manipulatives are used to support all learning where appropriate.
- New vocabulary is explicitly taught and revisited.
- Modelling is embedded and teachers regularly 'Think Aloud'
- Multisensory teaching approaches are used.
- Concrete examples of the expected outcome are given.
- Safe learning environments are created where it is okay to have a go and make mistakes.
- The curriculum is designed to meet the needs and aspirations of children and young people in the local community.
- Preparation for adulthood is built into the curriculum from the earliest opportunity ensuring that pupils will develop the skills and knowledge they need to be independent.
- Whole-school consideration is given to 'how' children learn, in addition to 'what' they learn.
- Flexible, mixed-ability groupings are carefully planned for.
- Teachers plan opportunities for discussion (in pairs and groups for example), to share ideas, share learning etc. Where appropriate, these opportunities are scaffolded, for example, through sentence stems, visuals.
- There is proactive planning for adaptive teaching to meet needs, for example, pre-teaching groups, key vocabulary, preparation for questions, breaking learning down into small steps and structures of tasks.
- A range of assessment strategies are used: self, peer, formative, summative, conferencing, live marking etc. to gain an accurate snapshot of a child's understanding.