

Teaching & Learning Policy

2025-26



CONTENTS PAGE

Title	Pages
Introduction to the policy	3
Our people	4-5
Planning	6-7
Implementation (Lesson Delivery)	8-10
Modelling	11
Scaffolding	12
Explaining and modelling summary	13
Adaptations	14-16
Executive function skills	17-22
Questioning & feedback	23-24
Vocabulary	25-26
Environment for Learning	27
Pupil outcomes & presentation	28
Strategies to support our learners	29-30
Communication core offer	31
Lesson impact: Feedback & Evaluation	32-33
Literacy & Maths across the Curriculum	34-36
Oracy strategies at West Lea	37-39
Home learning	40
Flourishing Classroom Framework	41-42
Research that underpins this policy	43

Introduction

At West Lea we see positive relationships as the golden thread through everything and place great importance on providing an emotionally safe and communication friendly environment, so our learners are ready to access learning.

We aim to create an environment in which **everyone** feels safe, relationships are based on mutual respect and there is a good understanding of the needs of our learners. By creating a warm atmosphere and by removing any potential barriers to learning, we provide the foundations that enable West Lea learners to flourish.

CULTURE & AIMS

Our definition of flourishing is broad and holistic; it goes far beyond traditional academic achievement. We help our learners to acquire the knowledge, skills and experiences they need to achieve physically, emotionally, socially and academically so they can enjoy active and rewarding lives in their local communities. At each stage, we prepare them for the next phase of life, and in the upper school, we help them progress into further education and the world of work. We call this 'Learning for Life.'

Our shared mission is to make long-lasting changes for our young people to improve life opportunities beyond the school gates, enabling them to function within society. Our curriculum and T & L strategies equip learners with knowledge and skills for adulthood and supports them to work towards the 'preparing for adulthood' (PFA) outcomes which include 'employment, good health, independent living, friends, relationships and community'.

This policy aims to:

- Explain how we'll create an environment at our school of high expectations where Learners learn best and love to do so.
- Summarise expectations to make sure all staff have clarity and understanding about what excellent teaching and learning looks like across the school and in their own subject specialism.
- Create consistent teaching methods across the whole school so our learners feel safe with the processes around learning and know what to expect from their adults.
- Ensure all staff have the skills and knowledge to identify gaps in Learners' learning and to address this through their teaching and by supporting learners to meet their targets on their EHCP and LPLPs.

This policy is a guide to 'how' we teach using consistent teaching strategies across the school. The 'why' and the 'what' are set out in our curriculum intent, narrative and domain curriculum maps. (Curriculum policy)

Our people

TEACHERS

We are a 'values-based' organisation and, as such, we expect our leaders to embody our values. As a servant leader at West Lea School, our teachers use their values, and those of the school, as a guide and a motivator.

Teachers demonstrate the ethos of 'Learning for Life' by:

- tailoring teaching and learning specifically to each child's needs and making sure that they reach their full potential, building 'self-care' and 'life skills' within a stimulating learning environment.
- lead, motivate and inspire teams to raise standards in learner outcomes.
- effectively plan learning and personalise for all learners according to the curriculum, how the learners learn and what communication strategies they use.
- lead and support the development of additional adults and takes full responsibility for the areas within their remit and area of responsibility.
- maintain assessment records and reports on learners' progress to senior staff and to parents and carers, in accordance with school policy.
- carries out the professional duties of a teacher as set out in the current edition of the School Teacher's Pay and Conditions Document.
- creates activities and experiences to provide a greater variety of opportunities, enabling learners to participate in mainstream activities within the local community and beyond.
- self-care and life skills – educate, foster and develop learners to manage as independently as possible, with or without support. Independence is seen as enabling each child to reach their full potential, leaving the school with a 'suitcase of skills'.
- feeling valued and respected – treat all learner as individuals, involving them in making decisions, respecting their feelings and fostering their overall wellbeing.
- identity and self-esteem – Develop a feeling of 'inclusion' and support learners as they form friendship groups. Show sensitivity to a child's identity and social integration, whilst ensuring that every child's experience 'success' and has his/her achievements recognised
- carry out the professional duties of a teacher as set out in the current edition of the School Teacher's Pay and Conditions Document.

SUPPORT STAFF

The HLTA/TA should be integral to the planned teaching, as a resource to support and extend learning that enables learners to develop greater independence over time. Our P4P TA & HLTA standards provide a guideline to support staff to have clarity on what this role involves as outlined below:

Alongside their individual roles and responsibilities, when supporting learning the HLTA/TA will:

- work with a range of learners' and supplement the teachers' work through a shared understanding of their respective roles in achieving learning intentions.
- develop strategies to support learners in partnership with the class teacher.
- have access to teacher's lesson resources in advance of the lesson to make specific modifications such as making enlarged copies.
- enter lessons with a clear understanding of the concepts and information being taught incl. the specific learning intentions of the lesson and the learning needs of the learners they are working with.
- work directly with learners, delivering and supporting curriculum content
- allow learners space to think and work independently – only intervening if a pupil has not been able to overcome a difficulty independently.
- have a greater focus on learning-not task completion. Allow space for learners to think and respond.
- ensure learners retain ownership over their learning and responsibility for their work to support them in becoming independent.
- actively look for opportunities to allow learners to attempt parts of tasks independently and to experience a healthy mix of success and challenge, remembering it is better for learners work to show their learning journey.
- be confident in their role and have good subject knowledge which enables them to ask good questions to inform their interactions.
- allow sufficient 'wait time' for learners to think and respond (up to 10 seconds to support communication).
- be able to capture meaningful feedback for teachers, which inform the next stages of learning within and/or after lessons.
- support with positive behaviour management strategies- praise and reward often
- minimise distractions
- direct learners to use of task planner to support independent learning. Task planners may contain key questions for staff to use to scaffold learning.

Planning

Curriculum – staff will be provided with the long-term curriculum map (LTP) for their class/subject areas as well as all Medium-Term Plans (MTP) for the classes they are responsible for so they know:

- the intent for each subject area and how it links into our broader vision for West Lea
- the big questions/concepts for each topic to support enquiry led/ real-life investigation learning sequences
- the expectations for delivery including how and when the Learners will be assessed
- the knowledge and skills (factual and procedural knowledge) that Learners are required to learn and achieve
- Meridian campus and Willow pathway classes may use weekly planning to break down learning intentions and personalise learning further for learners with more complex needs.
- Meridian Campus and Willow pathway planning includes visuals and pictures of activities, to enable all staff to understand lesson structure and to help support with creating resources and setting up of provision.
- Teachers must have a secure overview of every learners' starting points, needs, progress and context for personalisation, challenge, teaching strategies and provision (including additional adults) to be effective
- learning must be effectively planned for all learners according to the above curriculum and learners guidance. We do not expect staff to evidence planning in a specified way but please see use this link for a toolkit of resources that can be used:

<https://westleasch.sharepoint.com/:f/s/WholeSchoolCurriculum/EmSNZ7rzozFHnslvlpAGWj kBjCFQ7cRV7NRLEkGkCrCE9w?e=Gmz4t2>

SOLO TAXONOMY

- We use solo Taxonomy to support our planning and learning process. The structure of observed learning outcomes taxonomy (SOLO taxonomy) is a tool for measuring how well a student understands their intended learning
- It was developed by John Biggs as an alternative to Bloom’s taxonomy of knowledge.
- The SOLO tool allows students in the class to progress at the rate **personalised** for each child, which means children will start and end the lesson at different points due to prior knowledge they have on the topic
- SOLO taxonomy contains **5 levels of knowledge**, from simple to complex:
- At the lower levels, students demonstrate **lower-order cognitive skills**, while at higher levels students demonstrate the ability to use **complex reasoning strategies**.
- *Teachers could be encouraged to use the ‘plus one’ principle when choosing appropriate learning material for students. That is, the teacher can aim to move the student one level higher in the taxonomy by appropriate choice of learning material and instructional sequencing.’ (Biggs & Collins 1982)*

Lower-order
cognitive skills



Complex
reasoning strategies

PLANNING SUPPORT FOR INTENTIONS, SUCCESS CRITERIA AND TARGETED QUESTIONING



Principle	I have no idea about the topic	I have one idea about the topic	I have more than one idea about the topic	I can link my ideas together	I can use my ideas in a new way or a new situation		
Link to blanks to support inclusivity		Blank level 1 – naming Blank level 2 - describing	Blank level 3 – re-telling	Blank level 4 – justifying			
Verbs – to support intentions/success criteria		choose define draw match arrange name label listen locate match name	describe list order outline calculate can follow a procedure demonstrate	compare contrast classify develop summarise solve discuss debate explain causes	explain an effect investigate persuade justify apply analyse (strengths/weaknesses)	appraise generalise infer predict evaluate experiment formulate justify design	modify plan persuade question substitute argue hypothesise construct prioritise
Questions to support feedback		Can you name...? What is this? Show me... Can you find another... Can you pick up a...? Where is...? Who is...? When did ... happen? What is...doing? How would you describe its colour/size/texture/shape/quantity?	Which one...? What happened? What will happen next? How might ... feel? How might Describe the different features of... List the ... What happens to... when?	How would you group...? How would you compare/contrast...? Can you group by characteristics such as...? What causes...? Show me how... Convince me that... Which is the most important? Which is better? How is ... a good ...? Why did...? What is the relationship between...? What information would you use to support/critique the view that...?	Is there a better solution to...? What are the alternatives to...? How would you test? How effective is...? Suppose you could...what would you do? Can you predict the outcome if...? Would it be better if...?		

“SOLO Taxonomy provides a simple and robust way of describing how learning outcomes grow in complexity from surface to **deep** understanding”

Biggs & Collis 1982

Implementation (Lesson delivery)

KEY LESSON EXPECTATIONS:

As part of formative assessment, where learners play a key role themselves, a teacher's role is to engage in 'responsive teaching' whereby their instructional inputs and interactions with learners need to adapt and respond, depending on how the learning is going. (Siobhan Leahy, Walkthrus)

Explicit instruction informs our teaching and learning across the school and we would expect to see the following structure of a lesson, across all subjects. Although, this may look different according to the pathway and provision at our campuses.

- A 'Do now' with a focus on retrieval and development of long-term memory. For different pathways and age groups this may include rapid questioning, multiple choice questions, physical activity or movement.
- A period of exposition, presenting a clear explanation and modelling ('I do' or 'my turn') provided to a group or class by a teacher or TA. The duration and presentation of this will vary across age ranges and pathways to meet the individual needs of the class.
- We use guided practise in the 'I do, we do, you do' format (at Meridian or Willow pathway classes this is called 'My turn' 'Our turn', 'Your turn') to model new learning and lesson expectations. This may be whole class, small group or individual depending upon the personalised requirements of each class.
- A 'hinge point' or formative assessment opportunity to gauge understanding of new skills and knowledge and help the teacher to direct additional support as appropriate. In Early Years and the Willow Pathway classes this will often be done individually during a task or playful learning experience.
- Following the introduction of new learning, learners are given time and opportunities to practise and embed their new skills and knowledge. In our Willow Pathway and Early Years classes this would involve 'playful learning' guided by adults and supported by key vocabulary and visuals. In other pathways, this would involve learners working independently on structured tasks supported by Success Criteria and appropriate scaffolding.
- An 'exit ticket' or summative assessment opportunity to gauge understanding of new skills and knowledge and to inform plans for following lessons.

Planning for Learning Guidance



Modelling and thinking aloud

EXTERNALISE YOUR THOUGHT PROCESS

Modelling is a strategy where a teacher explicitly demonstrates a concept or approach to learning. Research shows that the best teachers use modelling, scaffolding and thinking aloud to narrate their decisions and choices to help learners internalise the processes involved and develop their metacognition.

LIVE MODELLING

We walk children through a learning process by explicitly modelling the mental processes involved. We consider beforehand how we will simplify this process as much as possible and break the learning up into small steps - with practice at each stage. Whenever we model live in front of the class, we explain our learning processes and narrate our thinking out loud. This gives learners a deeper understanding of the task and how they can achieve high quality outcomes

GRADUAL RELEASE OF RESPONSIBILITY

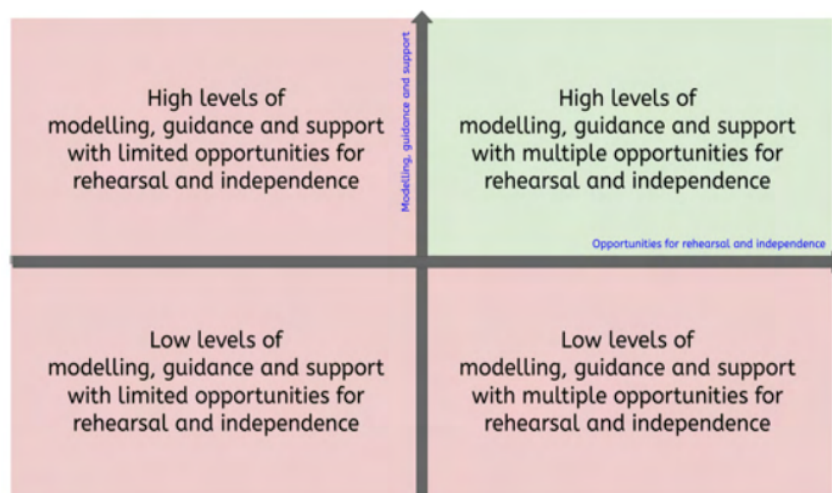
To develop independent learners, we gradually shift cognitive work from the teacher to the pupil. We always start with a fully worked example, where we talk learners through all the steps required to complete a task or solve a problem. Then learners practise a similar task with guidance from the teacher, before finally conducting independent practice. Put simply this method can be referred to as “I do, we do, you do”



DEVELOPING LEARNERS' METACOGNITIVE TALK

Well prepared teacher models with effective ‘think out louds’ (TOLs) ensure that our learners internalise thinking processes and learn to evaluate their work as they go. Over time, learners move from external talk and guidance to being able to do these things independently, without teacher support. Research shows that developing learners’ metacognition in this way has a huge impact on pupil outcomes.

Scaffolding



WHY SCAFFOLD?

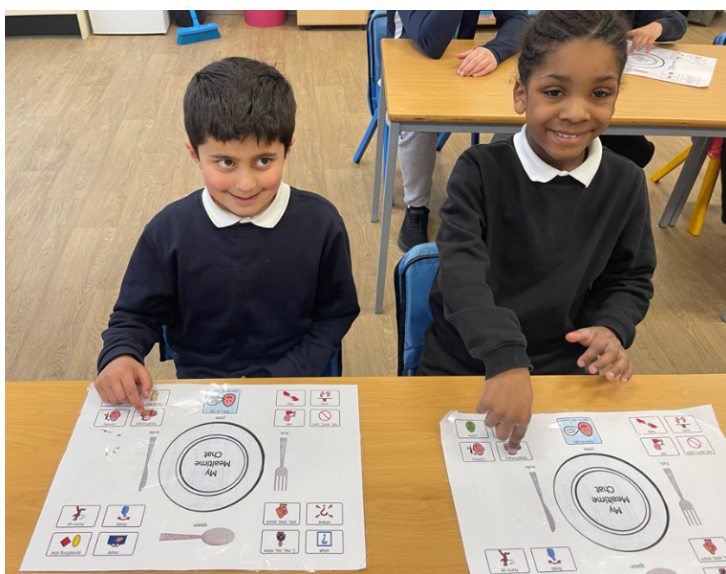
Scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. Teachers provide successive levels of temporary support that help students reach higher levels of attainment that they wouldn't be able to achieve without assistance. Like actual scaffolding, the supportive strategies are gradually removed when they are no longer needed. The aim is to increase learners' comprehension and independence over time.

APPROACHES TO SCAFFOLDING

There are a wide range of scaffolds we can employ in lessons to meet the differing needs of learners. Some scaffolds will be directed at the whole class - for example explicit modelling of a task - whilst others might be directed at specific learners who need extra support. Below are common examples of scaffolds we would expect to see regularly used:

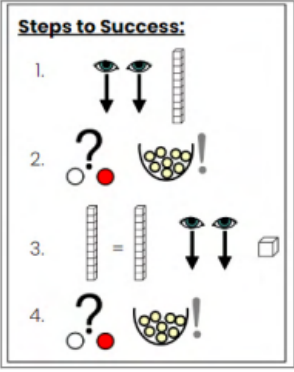
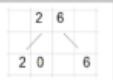
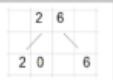
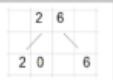
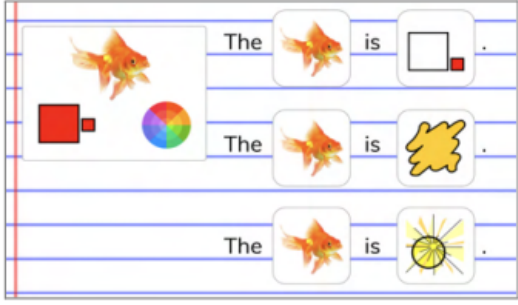
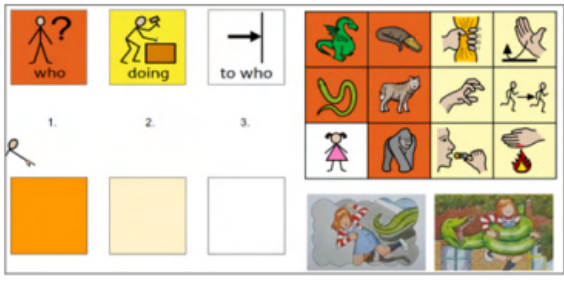
- 1. Show rather than tell:** Reduce your words and present a clear model to children rather than providing a long explanation. Too much teacher talk can easily lead to cognitive overload for children, whereas an explicit model will show them exactly what to do.
- 2. Tap into prior knowledge:** Ask students to share their own experiences and ideas about the content and have them relate and connect it to their own lives/experience. Sometimes you may have to hint/suggest, leading them to the connections a bit, but once they get there, they will grasp the content as their own.
- 3. Give time (and structure) to talk:** All learners need time to process new ideas and information. They also need time to verbally make sense of and articulate their learning with their peers. We can provide structure to children to help them to be successful with this, for example sentence starters for answering a question. As we all know, structured discussions really work best with children regardless of their age or level
- 4. Pre-teach vocabulary:** Sometimes referred to as front-loading vocabulary, need to carefully consider words/phrases that children need to know that might hold back their understanding. Pre-teaching vocabulary doesn't mean pulling a dozen words - carefully select.
- 5. Use visual aids:** Graphic organisers, pictures, visual word banks and charts can all serve as scaffolding tools to support children to achieve high quality outcomes

Teaching Walkthrus (Tom Sherrington & Oliver Cavigloli)	
Explaining and Modelling Summary <i>(For further information and a break -down of steps please refer to the book)</i>	
Dual coding	Dual coding involves presenting information in multiple different formats - for example in writing and in pictures. Teachers should include a variety in their teaching and present information in different ways to support learner understanding.
Deliberate vocabulary development	Learning of new words needs to be considered deliberately and explicitly through teacher instruction. Teachers should provide definitions for new words and practice using the words verbally, in context and in the writing process. Use glossaries and knowledge organisers to support regular retrieval practice using target vocabulary.
Live modelling	Teachers should walk through a learning process, showing learners how to do things, highlight key procedures & the thinking that underpins them. Model how to organise messy thinking, review the success of your work (SC) and model alternative idea/examples.
Scaffolding	Rather than setting lower expectations, teachers support learners to reach ambitious goals using a range of scaffolding processes that guide them on the way. Crucially, the metaphor of 'scaffolding' embeds the idea that, when ready, the supports are withdrawn.
Metacognitive talk-narrate the thinking	Teachers can support learners to develop their meta-cognitive thinking by modelling and narrating thought processes explicitly in lessons. For example, reading through a question that has been presented and establishing what the task might entail. Focusing on for example the phrasing of the question, similarities to other problem-types and drawing on relevant past experiences.
Head –on misconceptions	In many subjects there are several errors or misconceptions that crop up repeatedly. Teachers should identify misconceptions through curriculum and MTPs and analyse possible underlying misconceptions. They should plan opportunities to teach learners directly by preparing questions and other resources that explore the misconceptions.



Adaptations

Adapting learning is crucial to meet the diverse needs of pupils by creating learning opportunities which account for individual barriers to learning, whilst ensuring that pupils can access the National Curriculum learning outcomes alongside their peers. Research shows that personalised instruction and adaptive learning approaches foster independence, provided there is a strategic plan for gradually removing scaffolds. The examples below (1-9) are laid out in order of decreasing scaffolding and increasing independence.

<p>1a. Visual Steps to Success:</p> 	<p>1b. Visual and Written Steps to Success:</p> <table border="1" data-bbox="805 582 1356 940"> <tr> <td></td> <td>1. Partition your number.</td> </tr> <tr> <td>$\times \blacksquare$</td> <td>2. Multiply the ones.</td> </tr> <tr> <td>$\times \blacksquare$</td> <td>3. Multiply the tens.</td> </tr> <tr> <td>$+ =$</td> <td>4. Add your parts back together.</td> </tr> </table>		1. Partition your number.	$\times \blacksquare$	2. Multiply the ones.	$\times \blacksquare$	3. Multiply the tens.	$+ =$	4. Add your parts back together.
	1. Partition your number.								
$\times \blacksquare$	2. Multiply the ones.								
$\times \blacksquare$	3. Multiply the tens.								
$+ =$	4. Add your parts back together.								
<p>Providing children with steps to success as icons supports children who are still developing their decoding skills. In this way all children are able to understand the procedural elements visually and sequentially, making complex processes more accessible and easier to follow. As their decoding skills develop and their comprehension strengthens, the instinct is to present content without visuals. However the visuals ensure that the procedural information necessary for mastering a skill are accessible to all learners, reinforce meaning and context and prompt recall of previously learnt knowledge and skills.</p>									
<p>2. Picture prompts:</p> 	<p>3. Colourful Semantics:</p> 								
<p>Simple repetitive sentence starters support pupils to develop confidence as they begin to generate their own ideas. This helps learners apply the focus skill outlined in the learning intention. Providing a prescriptive gap fill sentence structure manages cognitive load and prioritises a focus on phonics skills so learners can apply and embed segmenting and blending skills independently.</p>	<p>A systematic Colourful Semantics approach helps learners to build sentences of increasing complexity through the incorporation of 'wh' (who, what doing, what, when and where) elements. It supports pupils to understand features of a sentence, the roles of words within a sentence, and grammar structures. The structure is repetitive and can be applied in a range of contexts. 'How to Slides' start on slide 6.</p>								

4. Sentence Stacks (closed):

First	E	invited	F	ice creams.
Then			climb trees.	
Next			ride bikes.	
Finally			swimming.	

5. Sentence Stacks (open):

Describe a suitable and unsuitable material										
	=	a		choice	for	a		because	=	...

Sentence Stacks reduce the impact of missing sound knowledge, models sentence structure and facilitates opportunities for learners to be inspired and independent. Words with sounds they know are represented by a contextually meaningful icon and words that have sounds in it which are too complex are provided so that sound knowledge is not a barrier to transcription. Stacked words may be: synonyms for language development, develop language comprehension or examples/non examples as a teacher assessment tool. [‘How to Slides’](#) to help you construct stacks on Communication InPrint start on slide 23.

6. Close Gap Fill passage:

When entering the _____ tavern there was an instant _____ compared to the _____ outside. Inside the tavern were many _____ people. Across the room were several _____ tables. Each table was lit by _____ that created a shadow dance along the _____ walls. I quickly made my way to an _____ seat near the back. We sat around Fritz like _____. The sounds of _____ and _____ were all that could be heard until Fritz _____ and silenced the room. He was about to begin.								

7. Graphic Organisers/Checklist:

	Task	Vocabulary	<input checked="" type="checkbox"/>
1	Climate means	patterns area weather temperature	<input type="checkbox"/>
2	Jamaica's climate	weather temperature climate hours of daylight	<input type="checkbox"/>
3	England's climate	weather temperature climate hours of daylight	<input type="checkbox"/>
4	Compare (similarities and differences)		<input type="checkbox"/>

Providing a prescriptive gap fill sentence structure manages cognitive load, removes a range of barriers to writing so that the focus is on the knowledge being assessed. Different interpretations of this scaffold include: learners being able to use one of the given words more than once, incorrect words/non examples for assessment and synonyms with shared icons to develop vocabulary acquisition and language comprehension.

Graphic organisers structure learners' approach to a task. They help students [Executive Functioning skills](#) by structuring their thoughts and ideas logically, aiding in better organisation and completion of their work. They break down information into manageable parts, supporting ones understanding of the task, independence and working memory. The resource scaffolds the learner's comprehension and ability to make connections between concepts.

8. Sentence/Paragraph prompts:

1. Carl Linnaeus was...

Swedish naturalist classifying plants animals

2. The Linnaean system was...

living things classified structure characteristics

3. Classification keys are useful because...

correctly identify organisms traits

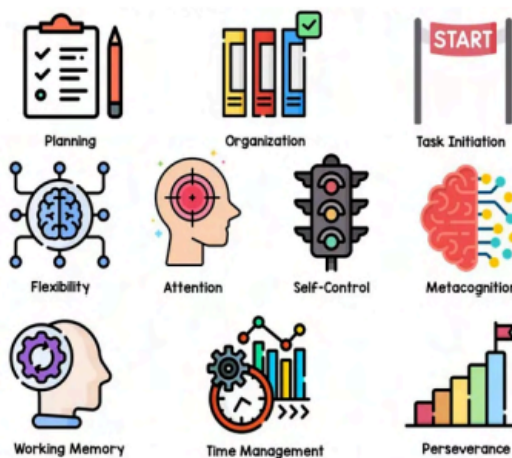
These less prescriptive prompts provide examples of the key information needed to be included in a sentence or paragraph. The prompts may structure a pupil's thinking and writing outcomes. Similarly it can be used as a spelling scaffold to model Tier 3 vocabulary or as a strategy for drawing connections between themes. As with previous techniques, the scaffold can include examples and no examples for assessment.

9. Task board/Overview Scaffolds:

↓ 1 First	introduction
↓ 2 Second	setting description
Finally	reread + edit

This overview scaffold can be embedded into whole class teaching to help structure pupil thinking and outcomes. It can support [Executive Function skills](#) such as task initiation, organisation, planning, focus and time management and reduces risk of cognitive overload. The scaffold ensures coherence through a piece of writing and reinforces the importance of working systematically just as the Steps to Success do.

Executive Function Skills



Executive Functions are a set of cognitive processes that can help us self-regulate so we can effectively plan, prioritise and sustain effort towards our goals. It helps us go from wanting to do something to actually doing it or wanting to do something and resisting it. Colloquially, secure Executive Functions are typically developing 'Behaviours for Learning'.

Executive Function skills include: planning, organisation, task initiation, working memory, cognitive flexibility, inhibitory control, problem-solving, self-regulation, attention, time management and perseverance.

It can take to the age of 25 for these skills to develop in the prefrontal cortex. The EEF highlights that research shows 'Children aren't born with these skills—they are born with the potential to develop them.' It is not an automatic process, it requires practice.

Not all children develop these skills at the same rate and some need explicit teaching and adjustments made to support deficiencies, particularly since real-life academic tasks usually do not draw on a single Executive Function but require an integration and interplay of Executive Functions.

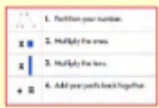


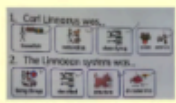
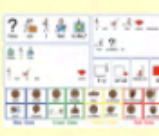


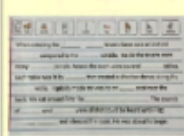
It is important to audit and target the Executive Function skills of learners as this can help them overcome barriers. These skills are taught through modelling, environmental support and explicit instruction until independence is developed. In the next few pages examples, of signs and challenges and the strategies to support these areas is explained in more detail.

Executive Function and Signs of Challenge	Strategies to support this area of need																			
<p style="text-align: center;">1. Planning</p> <p>Possible signs of challenges with planning and prioritisation include:</p> <ul style="list-style-type: none"> • Having difficulty starting or completing tasks / staying on task • Difficulty completing tasks with a number of steps • Muddles up step 1, 2, 3 etc • Forgetting essential equipment • Disorganised stream of consciousness in writing • Scattered approach to starting tasks (missing tools or no strategy) • Make impulsive decisions without considering consequence 	<table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="644 405 826 584"></td> <td data-bbox="833 405 1015 584"></td> <td data-bbox="1021 405 1203 584"></td> <td data-bbox="1209 405 1391 584"></td> </tr> <tr> <td data-bbox="644 593 826 772">use a task board</td> <td data-bbox="833 593 1015 772">tick lists or graphic organisers</td> <td data-bbox="1021 593 1203 772">visual reminders about non-negotiables</td> <td data-bbox="1209 593 1391 772">timers & warnings for tasks ending</td> </tr> <tr> <td data-bbox="644 781 826 960"></td> <td data-bbox="833 781 1015 960"></td> <td data-bbox="1021 781 1203 960"></td> <td data-bbox="1209 781 1391 960"></td> </tr> <tr> <td data-bbox="644 969 826 1149">visual timetables</td> <td data-bbox="833 969 1015 1149">steps to success</td> <td data-bbox="1021 969 1203 1149">worked examples</td> <td data-bbox="1209 969 1391 1149">now and next structures</td> </tr> </table>								use a task board	tick lists or graphic organisers	visual reminders about non-negotiables	timers & warnings for tasks ending					visual timetables	steps to success	worked examples	now and next structures
use a task board	tick lists or graphic organisers	visual reminders about non-negotiables	timers & warnings for tasks ending																	
visual timetables	steps to success	worked examples	now and next structures																	
<p style="text-align: center;">2. Organisation</p> <p>Possible signs of challenges with organisation include:</p> <ul style="list-style-type: none"> • Misplacing or losing resources and tools • Opening their book to work on a random page • Disorganised stream of consciousness in writing • Having a disorganised table top • Difficulty transitioning from space or session to another • Messy book bags 	<table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="644 1223 826 1402"></td> <td data-bbox="833 1223 1015 1402"></td> <td data-bbox="1021 1223 1203 1402"></td> <td data-bbox="1209 1223 1391 1402"></td> </tr> <tr> <td data-bbox="644 1411 826 1590">step by step instructions to gather/ reset spaces</td> <td data-bbox="833 1411 1015 1590">workstations</td> <td data-bbox="1021 1411 1203 1590">use graphic organisers/ visual reminders</td> <td data-bbox="1209 1411 1391 1590">colour coded supports</td> </tr> <tr> <td data-bbox="644 1599 826 1778"></td> <td data-bbox="833 1599 1015 1778"></td> <td data-bbox="1021 1599 1203 1778"></td> <td data-bbox="1209 1599 1391 1778"></td> </tr> <tr> <td data-bbox="644 1787 826 1966">task boards/ tick lists</td> <td data-bbox="833 1787 1015 1966">WAGOLL/ modelling visual</td> <td data-bbox="1021 1787 1203 1966">scheduled brain breaks</td> <td data-bbox="1209 1787 1391 1966">now and next structures</td> </tr> </table>								step by step instructions to gather/ reset spaces	workstations	use graphic organisers/ visual reminders	colour coded supports					task boards/ tick lists	WAGOLL/ modelling visual	scheduled brain breaks	now and next structures
step by step instructions to gather/ reset spaces	workstations	use graphic organisers/ visual reminders	colour coded supports																	
task boards/ tick lists	WAGOLL/ modelling visual	scheduled brain breaks	now and next structures																	

Task Initiation

Possible signs of challenges with task initiation include:





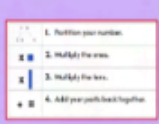
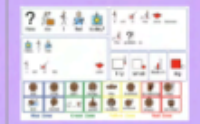


- Finding other things to do when it's time to work, such as sharpening pencil multiple times or getting a drink
- Immediately saying "I don't know what to do," without trying
- They wait for an adult to start their learning or for peers to begin
- When a task is completed can be slow to start the next
- Needs cues even to complete known routines

			
steps to success	motivating activities	oral rehearsal	chunked starting off prompts eg. sentence starters
			
plan shared for checking back in	competition / reward	restricted choices	avoid a blank page / start them off

Time Management

Possible signs of challenges with time management include:

- Spending too long on one problem or section of a task
- Poor/scattered prioritisation of tasks
- Consistently and actively working but not finishing tasks in a manageable time frame
- A student who appears to always be in a rush at the last minute to finish work
- Distressed if the session ends
- Misses deadlines

			
explicit time estimates for each task	sequence tasks in priority order	task board to tick off	chunked learning
			
steps to success	plan shared for checking back in	timers & warnings for tasks ending	keep a consistent lesson structure

Working Memory

Possible signs of challenges with working memory include:

- Forgets information/instructions
- Difficulties with keeping information in mind
- Forgets daily classroom routines
- Behaves impulsively forgetting norms and expected behaviours
- Takes a long time to retrieve information from previous learning
- Doesn't make connections with previous learning instinctively

I do, We do, You do	multisensory learning	repetition	explicit visual target reminders
visual prompts	colour coding	concept cartoons	steps to success

Metacognition

Possible signs of challenges with metacognition include:

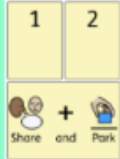
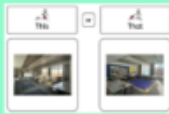




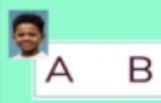

- Often asks for help without trying independently
- Is unaware of others reactions to their behaviour
- Avoids tasks and games that require problem solving

explicit time estimates for each task	sequence tasks in priority order	chunked learning	steps to success
plan shared for checking back in	timers & warnings for tasks ending	keep a consistent lesson structure	3 before me help strategies (listening lizard)

Self Control

Possible signs of challenges with self control/response inhibition include:




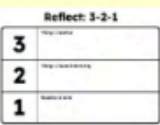
- Shouts out answers
- Prioritises expressing their needs over others needs
- Negotiates
- Talks back
- Can make unkind comments about others
- Wants to be first
- Finds it difficult to wait their turn
- Opts out of tasks which are not motivating

			
Share and Park	restricted closed choices (this or that)	scheduled brain breaks	attention given to positive choices
			
target report card	social stories	physical A/B counter movement	children submit written requests

Attention

Possible signs of challenges with attention include:




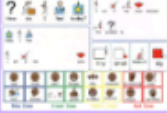


- Not tracking the speaker (eye contact not essential)
- Tracks everything hyper-vigilantly or states of hyperfocus
- Distracted by physical items
- Appears to follow peers after processing time
- Last to transition or action instructions
- Doesn't complete work on time
- Stops before the task is finished
- Switches quickly between activities

			
use their name to gain attention	timers & warnings for tasks ending	concept cartoons	active participation
			
plan shared for checking back in	keep a consistent lesson structure	sensory fidget & ear defenders	bingo - 3 facts 2 tasks 1 question

Flexibility

Possible signs of challenges with flexibility and shifting include:

- Becomes upset when plans change
- Finds transitions difficult and will delay or negotiate
- Asks lots of questions to understand the reason for a change
- Finds changes beyond their control hard to manage so will regulate with self made choices
- Finds open ended questions difficult
- Can only think of one way to solve a problem

			
visual timetable	now and next structures	warnings about changes	regular check ins
			
processing time	closed restricted choices	scheduled motivating breaks	teach self talk/size of the problem resources

Perseverance

Possible signs of challenges with perseverance include:

- Overreacts to small problems with big behaviours/quick to become angry
- Quick mood changes
- Finds it difficult to recover when disappointed
- Hears please wait as no and becomes frustrated
- Doesn't stick with challenging tasks
- Will not return to a task when interrupted
- Finds it difficult to sustain attention when tasks are not intrinsically motivating

			
target tracker	tokens/rewards	scheduled motivating breaks	Zones of Regulation
			
rewards for effort not outcomes	celebration book	Share and Park	teach self talk/size of the problem resources

Questioning and Taking Feedback

High quality questioning and effective feedback mechanisms are essential components of high quality teaching and learning. Research indicates that quality dialogue allows children to develop their vocabulary and reasoning skills, address misconceptions and make accelerated progress.

If a question is worth asking, it's worth **every child** responding. Questions should be pre-planned to elicit evidence of learning and understanding and to guide the lesson. Each time we ask a question, we use the TYP signal so that all children get a chance to respond. We then use a range of questioning strategies to collect feedback from pupils, informed by Tom Sherrington's *Rosenshine's Principles in Action*.

To collect longer responses from children use the following:

Cold call: No hands up! Teachers ask questions and then select pupils to respond based on their knowledge of the class, avoiding the pitfalls of hands-up or calling out. This is an inclusive process that conspicuously involves all students, front, back, in the corners, shy, confident - everyone. It's not a one-off strategy; ideally it needs to be the default mode for all questions - absolutely routine.



No opt out: If a pupil or several pupils get an answer completely or partially wrong or they say they don't know, move to other pupils or provide the correct answer. But then go back to all those pupils who made errors or couldn't answer, giving them a chance to now say the right answer. This gives them an opportunity for practice; but if done routinely, it also means that students soon learn there is no value in offering 'I don't know' as a defence in the hope of being left alone!

Probing questioning: Make it the default that, in any given exchange, you are asking each pupil three/four/five questions before moving on, probing for understanding, checking for misconceptions, adding extra challenge, providing scaffolding to engineer success. Rosenshine provides some good examples of this, for example:

- That's interesting, what makes you say that?
- That's true, but why do you think that is?
- Can you explain how you worked that out?
- Are you sure? Is there another explanation?

Think, Pair, Share: Give the class a specific time-cued task - for example, to decide on four main points in order of importance, in three minutes. Get them all talking in pairs and then, on time, bring them back together with a signal. Then engage in probing, cold-call questioning, asking them to report back what their four points were. You can also get them to explain things to each other or to take turns to quiz each other based on prompt sheets or a text.

Say it again, better: When pupils offer short, half-formed or partially incorrect answers, say, 'Thanks, that's great. Now let's say it again better. Try again but make sure you add in X and link it to idea Y.' Allow them an immediate opportunity to give an improved response.

For shorter responses use:

Whole-class response: This can be implemented using whiteboards or iPads. Either allow for quick responses to multiple-choice questions as well as practice sentences, calculations, diagrams - a full range. You set the question, give some response time and then, on cue - '3, 2, 1, show me!' - students all show their answers at once. A simple 'A, B, C, D' or '1, 2, 3, 4' show of fingers also works very well for multiple choice. It's vital to engage with the responses and then to adjust your teaching accordingly, consolidating, re-explaining or moving on as appropriate.

Word Wave: This can be used to collect short answers from children, e.g. "What adjective can we use to describe the forest?". Ask the question, children TYP, then wave your hand slowly over the class. When your hand passes over their head they call out their word until all responses are collected.

Teaching Walkthrus (Tom Sherrington & Oliver Cavigloli)	
Questioning & Feedback Summary <i>(For further information and a break -down of steps please refer to the book)</i>	
Cold calling	This strategy allows the teacher to choose who answers, keeping the whole class involved and giving better information from which to plan the next responsive steps.
Think, pair, share	Learners can be given time to 'nest' (V21) before they turn to a partner and share their ideas. Teachers are encouraged to have a system so learners know who will talk first and remind them of the discussion/talk guidelines before they communicate.
'Show me' boards	This is a helpful strategy to sample responses from a group or whole class. Learners write a response to a question on their whiteboard and 'show' the teachers when he/she asks, giving the teacher a response simultaneously. This can be helpful when learners are expected to generate ideas or practice diagrams or short sentences. Learners often like to use whiteboards as mistakes can be easily corrected by wiping away and trying again.
Check for understanding	We can't assume that learners have understood words, ideas, concepts, explanations or procedures unless we get some feedback telling us what they have understood. The information received should inform the next steps in a learning sequence: to re-teach some material, tackle misconceptions or perhaps move on more quickly to new material.
Probing questions	Well-chosen questions can support learners to make links between ideas, to rehearse explanations to support long term memory, to connect abstract and concrete examples and to identify knowledge gaps or misconceptions.
Process questions	Used during the instructional part of the lessons, teachers narrate their thought process explicitly. Modelling and rehearsing dialogue around questions supports learners to develop the capacity to think about 'how do we know' and 'how do we work it out' so they can use these strategies independently.
Feedback that moves forward	Feedback that is given part-way through a learning cycle is more effective than in the end as learners are able to use it to make improvements. In order to be motivating and actionable, feedback should be framed in language that is positive and encouraging.
Feedback as actions	If feedback is to move learners forward in their learning, it can be helpful to frame it as an instruction to do something. This can be more useful and easier to understand than focusing on describing work that has been done previously. Example strategies for instruction are 1) Redraft and redo 2) Rehearse or repeat 3) Revisit and respond to more questions 4)Re-learn material and re-test 5) Research and record



Vocabulary

Vocabulary acquisition and word comprehension is fundamental for academic attainment as it aids comprehension, facilitates critical thinking and enhances the ability to make connections and build on prior knowledge.

Research highlights that there are **four stages** to knowing a word and on average an individual needs '**12 instructional encounters**' with a word to have a secure understanding of it. This figure increased to '**36 encounters**' for children with a language disorder such as Developmental Language Disorder (DLD). Stage 1 is hearing the words for the first time and not knowing its meaning, Stage 2 is hearing it a few times but not knowing its meaning, Stage 3 is recognising the word in context and offering a plausible definition and Stage 4 is knowing the definition and the nuances of context. Words need to be at a 3.5-4 on this scale for them to be confidently used in spoken or written language.

We adopt a "Word Aware" approach, which is a structured, systematic methodology designed to enhance students' levels of knowing and using a word. This approach revolves around four key stages: selecting, teaching, activating, and reviewing vocabulary. Each stage is critical in ensuring that learners not only acquire new words but also understand and apply them effectively in various contexts. This approach is implemented in every lesson alongside a weekly discrete language and communication lesson.

Outline of the "Word Aware" Approach:

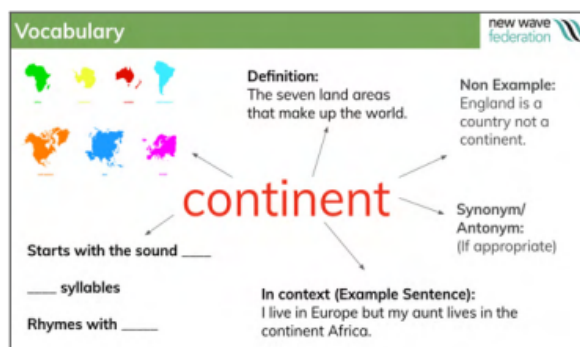
1. Selecting Vocabulary

- **Criteria for Selection:** Tier 2 and Tier 3 words are chosen based on relevance to the curriculum, frequency of use, and potential to enhance comprehension. These words are mapped out on the Knowledge Organisers which are referred to every lesson and families have access to these at home.
- **Contextual Relevance:** The selected vocabulary meet aged related expectations, pivotal for engaging with the statutory and non statutory elements of the National Curriculum for that year group. Their definitions may build on previously learnt words.



2. Teaching Vocabulary

- **Explicit Instruction:** At the start of every lesson, adults explicitly teach Tier 2 and Tier 3 vocabulary using an adapted version of the Frayer Model ([slide](#)) to map words phonetically and semantically. In some cases this also takes place in a pre or post teaching session to enhance and consolidate understanding. All words should be linked to a consistently used visual representation, and, where possible, a sign, natural gesture or action. These should be used in both classroom and small group learning, and should be included when the word is being used in other contexts
 - i. **Phonological Mapping:** Identifying the initial sound of a word, number of syllables, root words and prefix/suffixes and rhyming words
 - ii. **Semantic Mapping:** Defining the word in 'everyday connected language' not just dictionary definitions, using the word in a meaningful context specific sentence, a visual representation of the word, actions to relate to definition, synonyms, antonyms and non-examples.



3. Activating Vocabulary


- o The [EEF](#) recommends a number of strategies to embed a deep understanding of key vocabulary following explicit instructions
 - i. **Exposure:** Adults create a language rich environment where they model using key vocabulary multiple times throughout the lesson. The various explicit examples build contextual understanding, with links made to shared experiences. In turn this models to pupils appropriate application of the terms.
 - ii. **Visual prompts:** Adults refer to the learning intention stickers which have one/a selection of key terms on it and adults draw attention to the vocabulary on displays to support pupils in understanding and using the vocabulary independently.
 - iii. **Modelling:** Adults use 'Think Alouds' to model selecting the key vocabulary for the sentence they are constructing live in the classroom. Adults reference synonyms or colloquial variations to deepen understanding of the words.
 - iv. **Partner Talk:** Immediate interactions with words facilitates the long term recall of vocabulary. Sentence stems and conversation prompts are provided to support students to use new words during their partner talk.
 - v. **Repetition:** Adults create opportunities for pupils to rehearse and connect vocabulary throughout their spoken and written learning experiences.



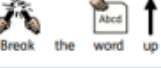
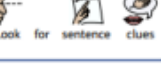
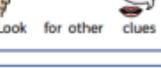
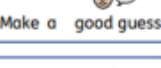
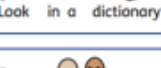
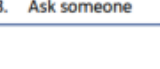
4. Reviewing Vocabulary

- o **Embed Word Detective strategies:** When reading out loud in class, use think alouds to model word detective strategies. Target individuals will have the scaffold alongside them to support them with developing their word comprehension independently.
- o **Speedy Recall:** Before exploring a new word, pupils review the definitions of previously learnt vocabulary. Frequent recall strengthens one's long term memory and activates schema on which to build to introduce new terms in order to build a robust and versatile lexicon.
- o **Spaced Repetition:** Adults plan for regular review sessions to reinforce and recall vocabulary over time.
- o **Assessment and Feedback:** Formative assessments monitors pupil understandings and progress towards regular, meaningful and independent application

Word Detective

When you find a word you don't know, follow these steps:



1  1. Say it aloud	Look at the word and say it aloud
2  2. Say the sentence	Say the whole sentence aloud
3  3. Break the word up	Look for words or parts of words inside the word - do you know any of them? Think about the root, prefix and suffix
4  4. Look for sentence clues	Read the sentence the word is in, and the sentences around it. Are there any clues about what the word means?
5  5. Look for other clues	Are there any clues from the title of the book or chapter, or from any pictures or diagrams?
6  6. Make a good guess	Use the clues to guess the word meaning. Does the sentence make sense with this meaning?
7  7. Look in a dictionary	If you're still not sure, or want to check, look the word up in a dictionary
8  8. Ask someone	If you're still not sure, ask someone what the word means

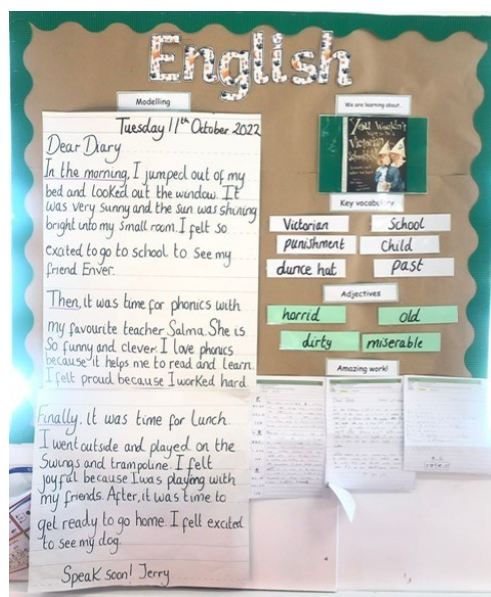
Environment for learning

We aim to create a safe and purposeful learning environment which encourages learners to engage with their learning through:

Displays, resources & designated areas

- Displays showcase learners work and achievements to support our values and to celebrate their learning journey.
- Subject displays support learning by providing subject specific prompts, key vocabulary, modelled teacher example and exemplar learners work (working walls).
- Displays link to big questions/topics and raise aspirations by displaying enrichment and career opportunities.
- Book corners or areas for reading are available in classes where appropriate, to support reading for pleasure.
- Designated spaces in classrooms for regulation are available to support self/co-regulation where needed.
- Willow pathway classes have areas of learning reflecting EYFS provision and sensory learning in their classrooms where appropriate.

Please see guide for further support and resources: [Environment for learning-displays](#)



















Pupil outcomes & presentation

Learning is captured in a range of ways from videos and photographs using the EFL app, subject specific books and profile books which capture holistic learning.

- Learning intention strips are used consistently in books so that the big question, learning intention and how the learning is completed is clear.
- How the learner completed the work (independently or with support) is recorded using the assessment row so the support a learner needs is clear to everyone working with them.
- The date is recorded for every learning experience so progression steps and the journey of the learner is clear
- Learners underline titles and dates with a ruler (where appropriate)
- Learners should write in black or blue ink and use a pencil for drawing shapes, diagrams, and graphs

Topic	
Big Question	
Date	
Learning Intention	
Assessment	I – Independent S - adult support

Topic:  History	
Big question:	    Where in the world is Egypt?
Date:	   2024 Tuesday 27th February 2024
Learning Intention:	        What did Ancient Egyptians put on their faces a long time ago?
Assessment	I-independent S-adult support

Strategies to support our learners

There is a range of summative assessments of subjects which are used to help teachers and class teams to set targets and plan for learning.

(Please see holistic outcomes policy for further information)

All staff use the identified strategies and targets for individual learners as stated in:

- Their Pupil Profile (developed from their EHCP)
- Their Learner Personal Learning Plan (LPLP)
- Additional Professional input (e.g. SALT, OT)
- Pupil passport

PUPIL PROFILE

Every learner at West Lea School has a **Pupil Profile** which is stored on their **Provision-Map** page. It is expected that the most current Pupil Profile is also easily accessible in the classroom (e.g. in a folder) so that it is available to all staff and adults working with each learner.

WHAT IS THE PUPIL PROFILE?

The **Pupil Profile** is a two-page profile of the learners. It provides a summary of need, strengths and motivators, what strategies help them to access learning and the current EHCP Outcomes they are working towards.

Each **Pupil Profile** contains:

AREA OF PUPIL PROFILE	WHERE DOES THIS COME FROM?
A summary of need and diagnosis	Taken from EHCP (Section B – Summary of Need)
Current level of academic attainment	West Lea Summative Data (e.g. Communication, Phonics, Reading, Writing and Maths. Qualification working level from Key Stage 4)
Key Strengths and Motivators	Class Teacher and Class Team
The main Quality First Teaching strategies which best support the learners to regulate and access learning.	Class Teacher and Class Team
Current EHCP Outcomes	Taken from EHCP (Section E – Outcomes)

HOW DOES THE PUPIL PROFILE SUPPORT PLANNING AND LEARNING?

The **Pupil Profile** is used to support planning and provision as it brings together information about the learners into one document. As such:

- The Profile informs all staff about the learners. In this way they can meet need more effectively. New staff (or staff temporarily assigned to the class) can access what they need to know about learners quickly.

- Teachers are better able to understand how the learner learns and so plan appropriate learning activities and effectively deploy the class team.
- Families have access to a more accessible summary (rather than the EHCP) which can be used to support family progress meetings and Annual Reviews.
- Pupil Profiles inform and support Learner Pupil Learning Plans (LPLP's).
- Pupil Profiles play an important role in transition, providing a standardised document which can be 'passed on' to the next class, campus or provision.

HOW AND WHEN ARE PUPIL PROFILES UPDATED?

Pupil Profiles are updated each June. This ensures that they are up to date to inform staff working with learners at key transition points.

They are reviewed by Teachers and Class Teams with current EHCP information and Summer Data added (following the Summer Data Deadline and final round of Annual Reviews)

As the Pupil Profile is a 'live' document, it can also be updated at any time during the year.

For example:

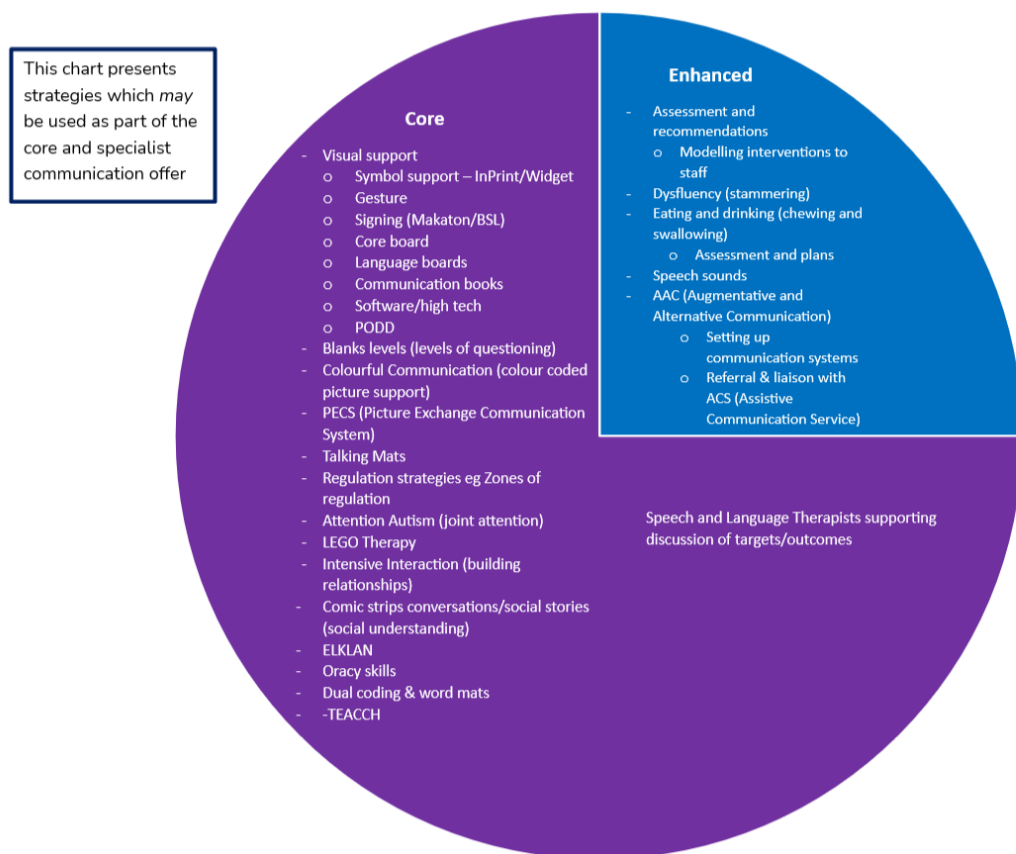
- Following a new or change of need or diagnosis
- Changes or additions to Quality First Teaching strategies after training or input from professionals (e.g. Speech and Language Therapist)
- Changes or additions to the learner's 'Strengths' and 'Motivators' following family progress meetings.

Communication core offer

Our school is a communication and emotion friendly environment, and we value **all** forms of communication. We provide opportunities for building language and communication skills for all learners by providing a supportive environment with positive relationships at its core. Opportunities are created for language and communication across a broad and creative curriculum, enabling learners to develop their oracy skills, learn *through* talk and be able to self-advocate for themselves. We work closely with parents and carers so that they can support language and communication development at home and help prepare our young people for adulthood. Core language and communication strategies are embedded into the daily learning environment for learners in the classroom and across the school, to boost their skills in processing language and expressing themselves effectively.

Staff are supported by our Speech and Language Therapy (SALT) team to agree core language and communication strategies and identify the most suitable strategies to support a learner's needs within the classroom. Please refer to the schools Core Communication offer for more detail.

[Communication-SALT Core Offer -with toolkit.docx](#)



Lesson impact: Feedback and evaluation

FORMATIVE ASSESSMENT & FEEDBACK

Assessment is central to learners' achieving their potential and ensuring our work is focused on the flourishing of all our learners. Feedback is regarded as an integral part of the continuous dialogue between teachers and learners. The principles of feedback should be applied consistently across the school, in order to provide support for learning and a clearer picture of the learners progress throughout their school career.

LIVE FEEDBACK

At West Lea we recognise that feedback is an integral part of great teaching and as such we believe that feedback can take many approaches, and needs to be carefully planned by the teacher to respond to the emerging needs of their learners.³

As Dylan Wiliam has noted himself, responsive teaching might be a better term than assessment for learning therefore, this policy is not a prescriptive approach to formative assessment, but rather it provides a framework and toolkit of feedback approaches staff can use to support responsive teaching through the learning process.

The importance of verbal feedback cannot be overstated given the literacy difficulties of so many of our learners. The impact of verbal feedback should be observable in the learners' next steps; there is no need to record it unless you find it useful. Other strategies that can be used to support this

- Coded targets from the success criteria
- Highlighter feedback – yellow = bright-spot, pink = think
- Questioning: use of SOLO taxonomy and *blanks questioning to challenge and scaffold appropriately*
- Visualisers
- Re-teaching smaller groups

MARKING

Marking is one aspect of feedback, and needs to be efficiently utilised to ensure we maintain our ultimate goal of making the feedback process **meaningful, manageable and motivating** for both learners and staff. Marking will only lead to written comments for those learners who are able to read and respond independently. In some cases, the marking code may be used where this is understood by learners (see end of policy for marking code & symbols).

Where learners are unable to read/understand such comments, these are shared verbally with learner at the next appropriate opportunity. In the case of groups of learners having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated. In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow learner's achievements to be recognised and provide further guidance for future learning.

Example of marking codes for Meridian and Willow pathway classes



CODES FOR FEEDBACK/SPAG TO LEARNERS

Across the campuses we want learners to recognise when feedback is given, and for consistency staff use the following codes where learners are able to engage with written feedback. Teachers should mark work in a blue/black pen and Learners should respond in a green pen.

Code	Meaning	Notes
WWW 😊	What went well	Can be reduced to W for coded target
Use of yellow highlighter	Yellow = bright spot!	
I	Work completed independently	
S	Work completed with support	
T	Target - your next step	
Use of pink highlighter	Pink = think.	
sp	Spelling error	
G	Incorrect use of grammar	
C	Incorrect use of capital letter or capital letter required	
P	Incorrect punctuation or punctuation required	
//	New paragraph required	
^	Word, phrase or letter missing	

Literacy and maths across the curriculum

LITERACY

Phonics:

Reading of all types has a major contribution to play in learner development of language. Spoken language and alternative communication systems is /are supported and extended by reading. We have high aspirations that our learners read as independently so they can be successful in life. We encourage a love and curiosity of reading to support their vocabulary and creative independence.

To teach early reading we use Little Wandle Letters and Sounds revised as our systematic, synthetic phonics programme.

- Learners should be taught grapheme and phoneme correspondence and how to form letters using the mnemonic and catchphrases associated through the weekly planning grids.
- Learners should progress to writing sentences, learning spellings, tricky words and the definition of key words through regular lessons which are adapted to suit the individual needs of the learner in the class.
- Reading skills are taught through reading practice sessions which takes place at least three times a week.
- During these sessions learner are taught to read fully decodable books which follow the sequence of the phonics programme. In addition to reading at school learner are allocated the same phonics eBook being read at school, which in turn reinforces reading skills and should be at 90% fluency for individual reading.
- Throughout the day, learner will have opportunities to practice and apply the skills learned during phonics lessons across all areas of the curriculum and in various contexts.

Guided reading

Once learners have completed the phonics programme, they should progress to accessing group guided reading sessions. We use Reciprocal Reading strategies with a wide range of high-level texts to develop a deeper understanding, create discussion and support the sharing of opinions of texts. Learner are taught to use prediction, clarify, question, summarise, comprehension and inference skills to develop their confidence and independence as readers. Reciprocal reading posters will be displayed in all classes where reciprocal reading is taught and will be used to reinforce the skills.

Learners will be given various opportunities throughout the week to practice these skills in all subjects across the curriculum.

Reading for pleasure

West Lea is committed to the creation of a reading culture which encourages all learners and adults to see reading as an exciting and important activity.

Learners have access to reading libraries within their classroom, campus libraries, home reading books and visits to local libraries to create a love of reading for life. Core curriculum

texts and library books are continually reviewed to ensure that learner interests are reflected in the chosen texts and books in libraries are renewed regularly. Please refer to our reading strategy for more information.

EXPLICIT TEACHING OF VOCABULARY

New vocabulary should be carefully considered through topic medium and weekly planning and is-taught explicitly through lessons and using clarifying skills in reading sessions. Particular focus is placed on pre-teaching of vocabulary. Reference has been made to strategies to support vocabulary development earlier in this policy.

A range of class strategies can be used to support this:

- The classroom environment should have a 'Word Wall' which displays new vocabulary,
- 'Wow Words' or a word jar/box which contains newly learnt vocabulary. The teacher creates opportunities to review these words weekly
- The use of knowledge organisers to pre-teach and consolidate vocabulary
- Word webs and/or visual organisers
- Opportunities for learners to become independent in their understanding of vocabulary through the use of-various media such as iPads, dictionaries, thesaurus and electronic devices. This allows learners to research or examine new concepts and vocabulary as individuals, in pairs and small groups.

WRITING

The teaching of writing across our school consists of two dimensions; transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing).

We support learners to develop their writing skills so that they can write for different purposes (e.g. social communication, formal writing, creative writing).

We use a range of strategies (e.g. Mark Marking, Talk for Writing, Voice 21) to support our learners in developing skills to write for a variety of audiences and purposes within different subjects.

Through this approach learners internalise language structures needed to write through 'talking the text' and building up a bank of knowledge of how texts are structured. The movement from imitation to innovation to independent application is adapted to suit the needs of learners at any stage of their learning. We provide a variety of media to use such as laptops, blogs, drama and video to break down barriers for learners who are not able to write in a conventional manner.

From Key Stage Four onwards (identified at Key Stage 3), learners access qualifications in English (Reading, writing and Spoken Language) which are appropriate to their working levels and development. This ranges from Pre-Entry Qualifications to GCSE.

MATHEMATICS

In mathematics, the Concrete-Pictorial-Abstract (CPA) approach is used to help learners develop a deeper understanding of abstract concepts by first introducing them through concrete objects, then pictorial representations, and finally abstract symbols.

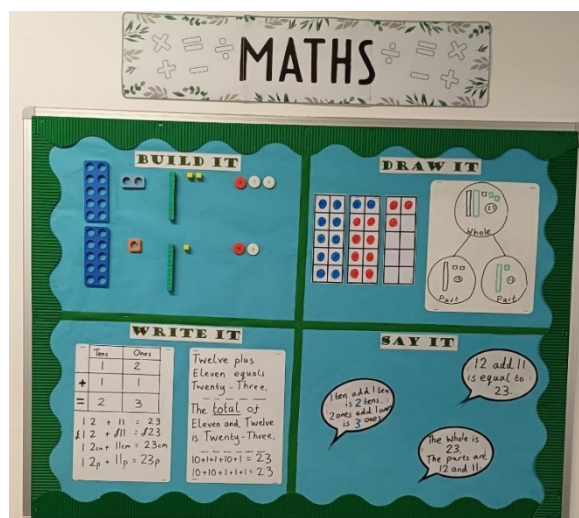
- **Concrete Stage:** In this stage, learners use physical objects (like blocks, counters, or manipulatives) to represent mathematical problems and explore concepts. This hands-on experience helps them build a foundation for understanding.
- **Pictorial Stage:** Learners then transition to using visual representations (diagrams, drawings, or pictures) to represent the same problems and concepts they explored concretely. This stage helps them connect the physical objects with visual symbols, reinforcing their understanding.
- **Abstract Stage:** Finally, learners are introduced to the abstract symbols and notation of mathematics (numbers, symbols, equations) to solve problems. This stage builds upon the previous stages, allowing learners to solve problems using the formal language of mathematics.

The "build it, draw it, write it" is a child friendly way of talking about our "concrete, pictorial, abstract" approach which comes under the 'Representation and Structure' section of the 5 big ideas.

Here is a display, which shows the different ways we can approach the number sentence: " $12 + 11 = 23$ "

Mathematics is integrated throughout the curriculum and our leaders of learning have been trained with Maths Mastery and have begun the journey of embedding Maths Mastery through their work with the NCTEM. Learners have opportunities to apply math skills and concepts in various subject areas. This approach allows learners to use their mathematical knowledge in real-world contexts, enhancing their understanding of both math and other subjects.

From Key Stage Four onwards (identified at Key Stage 3), learners access qualifications in Maths which are appropriate to their working levels and development. This ranges from Pre-Entry Qualifications to GCSE.



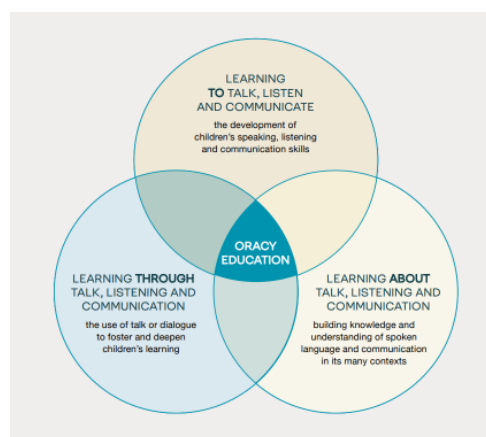
ORACY STRATEGIES AT WESTLEA

To develop their repertoire of speaking, listening and communication skills young people need to be taught to talk, listen and communicate effectively in different contexts. West Lea use the Voice 21 Oracy framework and springboards for talk, to promote a culture of talk where learners feel confident and empowered to speak up and share their ideas in a safe and supportive environment.

Structured, planned, and scaffolded discussions in the classroom enhance their understanding of subjects and help them master the skills necessary for effective communication. Where learners are unable to express themselves verbally, they will be supported to express their thoughts and opinions using other methods such as Makaton, symbols, visuals and talk tokens.

Oracy is intrinsic to children's early development, to the testing of thought, to social and emotional well-being, to confidence, agency and the ability to challenge or debate important issues in civil and constructive ways.

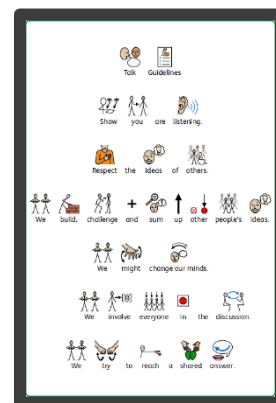
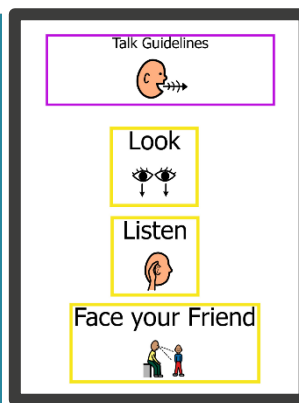
At West Lea we are on a journey to teach oracy skills across our curriculum and develop these skills in our young people, as we prepare them to become self-advocates, to give them agency in their learning and enable them to have a voice in their future, so they can find their place in the wider world.



(Oracy Commission report 2024)

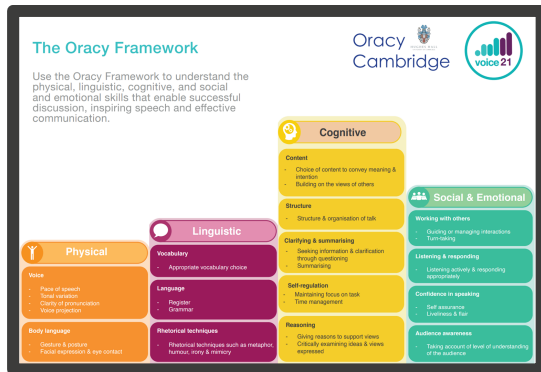
Talk/discussion guidelines set up the expectations for talk and support our learners with their listening, attention and communication skills. They also support the development of social skills and understanding social cues which can be challenging for some of our learners.

These can be found in our classrooms as teachers refer to them in their teaching and various parts of lessons. Our Willow pathway classes may choose one target to focus on.

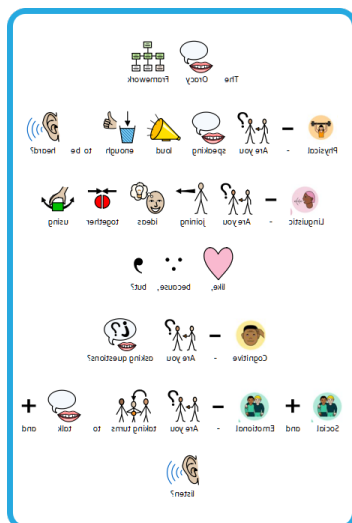


We use the **oracy framework** as a tool to support the explicit teaching of oracy and it helps:

- Develop a shared language for talk
- Set clear expectations for talk (success criteria for discussion or talk tasks)
- Diagnose the oracy needs of learners and plan for oracy explicitly
- Identify the oracy skills you want learners to develop across the curriculum
- Give oracy specific praise to support learner understanding of their progress



West Lea versions (simpler alternatives where appropriate)



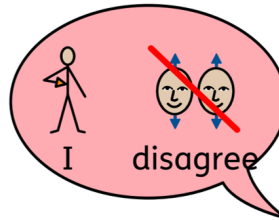
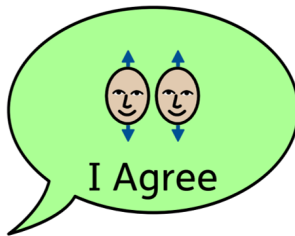
The Oracy Framework			
Physical	Linguistic	Cognitive	Social and Emotional
Are you talking loud enough to be heard?	Are you using sentence stems to link others' ideas?	Is what you want to say clear and organised ?	Are you taking turns to talk and listen ?
Are you using gestures and expressions to help make your point?	Are you using new and appropriate vocabulary?	Are you asking relevant questions and responding to others ?	Are you encouraging others to take part?
Are you facing who you are speaking or listening to?	Are you speaking in full sentences ?	Are you giving reasons for what you are saying?	Are you talking confidently and thinking about your audience ?

We encourage all our learners to communicate in paired and group talk. We use a range of strategies, such as talk tacks, hoop groups, talk tokens and springboards for talk to give our learners a variety of options to engage with their peers and their learning. Many MTPs will include Voice 21 oracy activities and we encourage teachers to use the most appropriate oracy activity that suits the lesson they are teaching. The Voice 21 oracy approach is used across the school to support consistency of teaching, resources and familiarity.

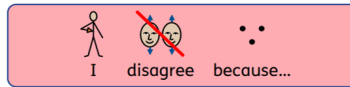
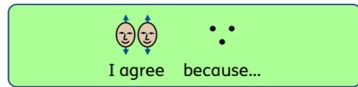
Hoop Group with scaffold



Question:



Talk Tokens



Student Talk Tactics



Instigate
Present an idea or open up a new line of inquiry

- I would like to start by saying ____
- I think ____
- We haven't yet talked about ____

Instigate

Probe
Dig deeper: ask for evidence or justification of ideas

- Why do you think ____?
- What evidence do you have to support X idea?
- Could you provide an example?

Probe

Challenge
Disagree or present an alternative argument

- I disagree because ____
- To challenge you X, I think ____
- I understand your point of view, but have you thought about ____?

Challenge

Clarify
Asking questions to make things clearer and check your understanding

- So are you saying ____?
- Does that mean ____?
- Can you clarify what you mean by ____?

Clarify

Summarise
Identify and recap the main ideas

- So far we have talked about ____
- The main points raised today were ____
- Our discussion focused on ____

Summarise

Build
Develop, add to or elaborate on an idea.

- Building on X's idea ____
- I agree and would like to add ____
- X's idea made me think ____

Build

Instigate

Present on idea or open up a new line of enquiry.

I would like to start by saying ____

I think ____

Build

Develop, add to or elaborate on an idea.

Building on ____'s idea ____

I agree and I would like to add ____

Challenge

Disagree or present an alternative idea.

I disagree because ____

To challenge you ____ I think ____

Sum Up

Identify and recap the main ideas.

So far we have talked about ____

The main points raised today were ____

© 2022 Voice 21. Voice 21 is a registered charity in England and Wales. Charity number 1152872 | Company no. 08165738

HOME LEARNING

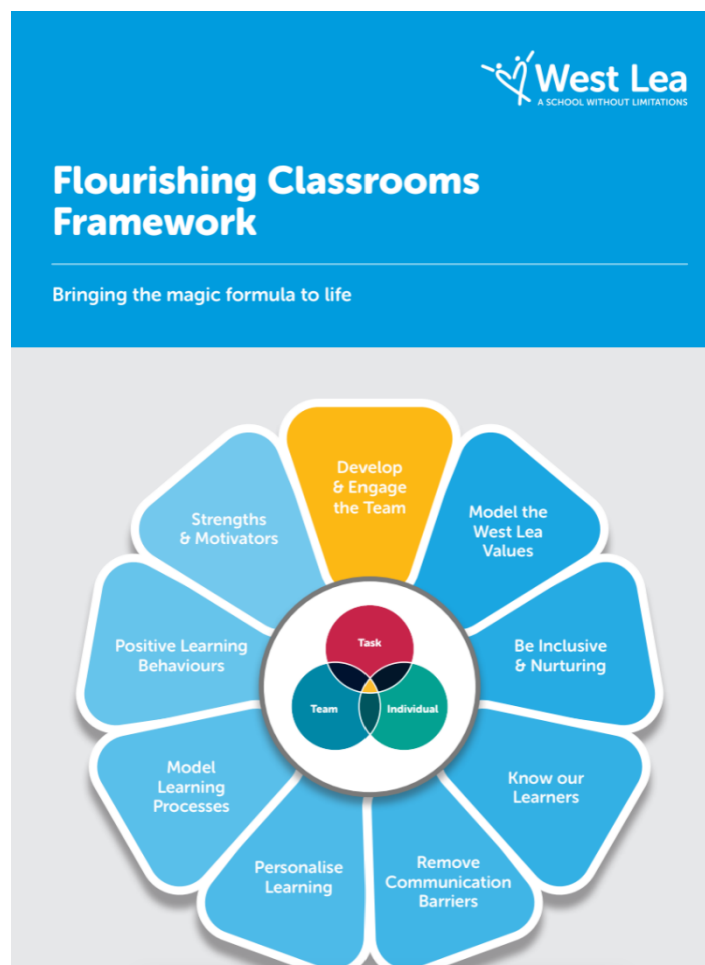
Home learning expectations are set at campus level. Tasks need to compliment and deepen the taught curriculum and must not be burdensome. A key aspect of home learning across the school is focused on developing reading for pleasure through daily and weekly home reading expectations.

At West Lea School, leaders support teachers to develop their teaching and learning approaches and pedagogy through our people first lens and our partnering for performance system.

Through partnering for performance, staff are set clearly-defined objectives and areas of skill to develop based on their own learning needs and school priorities. Through regular 'drop ins' and conversations with their team members, leaders support teachers to practise and develop the skills aligned with these objectives and provide high-quality feedback on their progress.

Leaders use the Flourishing Classroom Framework and Steplab to develop teachers and empower them to develop and engage the team they lead. To develop high quality teaching and learning leaders may team teach in the classroom, model a concept or strategy alongside the teacher or refer them to training or learning on the Steplab platform. Teachers regularly receive feedback from leaders and have time set aside to have P4P meeting to discuss their development and share progress.

Teachers work in conjunction with leaders to reflect on 'drop ins, or their practice and create next steps to work on using the Flourishing Classroom Framework which is based on developing high quality teaching practices, school development priorities and our school culture.





Develop & Engage the Team	Model the West Lea Values	Be Inclusive & Nurturing	Know our Learners	Remove Communication Barriers
Make expectations clear. Provide effective feedback and ongoing support to develop, engage, and keep the team accountable	Consistently demonstrate the values, behaviours, and attitudes expected of learners	Establish an emotionally safe and supportive environment for learners, rooted in mutual respect, curiosity and understanding	Use learner EHCPs, Pupil Profiles, and LPLPs to inform planning using Quality First Teaching strategies	Know a range of communication strategies and use them to support effective teaching and learning
Personalise Learning	Model Learning Processes	Positive Learning Behaviours	Strengths & Motivators	
Know when and how to adapt and scaffold appropriately, using Quality First Teaching approaches that enable effective learning	Impart knowledge and model learning processes by highlighting key procedures and the thinking that underpins them	Recognise positive learning behaviours, promoting self-advocacy skills and support learners to identify development areas	Focus on each learner's strengths and motivators to change the needs narrative	

Research that underpins this policy:

- Barak Rosenshine: *Principles of effective instruction*
- Cark Hendrick: *The streamlined classroom*
- Carol Dweck: *Mindset: The New Psychology of Success: How We Can Learn to Fulfil our Potential*
- Damian Benney: Interleaving and distributed practice
<https://mrbenney.wordpress.com/2016/07/11/spacing-interleaving-the-testing-effect-and-distributed-practice-the-diet-coke-version/>
- Daniel Willingham: *Why Don't Learners Like School*
- David Didau: *The Secret of Literacy: Making the Implicit Explicit*
- Doug Lemov, Erica Woolway, and Katie Yezzi: *Practice Perfect: 42 Rules for Getting Better at Getting Better*
- Doug Lemov: *Teach like a Champion*
- Dylan Wiliam: *Embedded Formative Assessment*
- Education Endowment Foundation: *Metacognition and self-regulated learning*
https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf
- Education Endowment Foundation: *Making best use of Teaching Assessments Report, TA Guidance Report MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf (d2tic4wvo1iusb.cloudfront.net)*
- Fletcher-Wood, H. *Responsive Teaching*
- Geoff Barton: *Don't Call It Literacy!* Geoff Petty: *Evidence-Based Teaching: A Practical Approach*
- Gordon Stobart: *The Expert Learner*
- Graham Nuthall: *The Hidden Lives of Learners*
- Joe Kirby: <https://pragmaticreform.wordpress.com/2015/03/28/knowledge-organisers/>
- John Hattie and Gregory Yates: *Visible Learning and the Science of How We Learn*
- John Hattie: *Visible Learning*
- Learning Scientists: <http://www.learningscientists.org/videos>
- Mary Myatt: *High Challenge, Low Threat*
- Mary Myatt: *The Curriculum: Gallimaufry to Coherence*
- Mary Myatt: *Primary Huh, Curriculum conversations with subject leaders in primary schools*
- Peter Brown, Henry Roediger, and Mark McDaniel: *Make It Stick: The Science of Successful Learning*
- Ragazza Inglese: *Knowledge Organisers: Facts, not Fads*
<https://ragazzainglese.wordpress.com/2017/01/04/knowledge-organisers-facts-not-fads/>
- Retrieval Practice: <http://www.retrievalpractice.org/overview/>
- Robert Marzano and Debra Pickering,: *Building Academic Vocabulary: Teacher's Manual*
- Robert Marzano, Debra Pickering, and Jane Pollock: *Classroom Instruction That Works: Research-based Strategies for Increasing Learners Achievement*
- Robin Alexander: *Towards Dialogic Teaching: Rethinking Classroom Talk*
- Ron Berger: *An Ethic of Excellence: Building a Culture of Craftsmanship with Learners David Brown: Make it stick*
- [Eliminating unnecessary workload around planning and teaching resources \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- Tom Sherrington-Teaching Walkthrus
- Voice 21 Exchange and programme



community
kindness
learning for life
innovation **inclusion**