

PEDAGOGY linked with our KEY DRIVERS

KEY DRIVERS: Emotional Resilience, Parent Partnership, Reflective learners, Global, RSE/PSHE, Speaking and Language, Creativity, skills feed into the areas below:

	1. Communication and interaction with peers and adults RELATIONSHIPS (Jn 10:10), Speaking and Language
	• Opportunities for children to talk to each other and adults about their learning. • Children are encouraged to work with a collaborative approach. • Opportunity for discussion and interaction, or speaking and listening activities planned around the learning objective. • Strong communication skills developed through the use of rich language and talk for learning. • Target setting helps children to understand expectations and identify next steps in their learning. • Strong relationships between teacher and pupils to ensure that all needs are met, including emotional needs. • In EYFS and Year 1 the 'Learning Environment' is set up for continuous provision, free play, exploration and practical activities that give scope for discussion and interaction.
	2. Person-centred collaboration (Jn 10:10)
	• Knowing pupils and their individual needs including social, emotional and educational requirements and illustrating this in 'Provision Maps'. • Individualised teaching. • 5-minute precision teaching to support children who are experiencing difficulty with acquiring or maintaining some skills. Also used to evaluate the effectiveness of what is being taught. • Implementing specific requirements stated in Individual Pupil Plans (IPPs), Early Years SEN Support Plans and One-Page Profiles for SEND. • Ensuring lessons are tailored to the best ways to support pupils with SEND, as agreed with pupils, parents and carers at their person-centred review. • Making learning accessible and adapting teaching styles as necessary. • Making best use of support staff and interventions to ensure progress is made.
	2. Prior knowledge and understanding required for access Skills and reflective learners
	• Differentiation in planned activities to ensure that children of all abilities can access learning activities. • Resources in the learning environment to scaffold learning. • Experiential knowledge that can be built on. • Pre-teaching strategies to teach concepts, skills or vocabulary prior to a lesson on a particular subject. • Assertive Mentoring for Mathematics and Grammar Hammer for Literacy to build on prior knowledge and skills. • Defining what needs to be known and understood prior to accessing the activities and learning the objectives of the lesson. • In EYFS plenty of opportunity for experiential play and discovery learning through exploration.
	4. Key words and vocabulary (Speaking and Language)
	• What are the key words a pupil needs to know to access this lesson? • 'Working Walls' and classroom displays to support learning through visual aids and prompts. • Vocabulary prompts including key words, word banks, word mats and vocabulary maps. • Every day teaching of incidental words and repetition where necessary for individuals. • Specific target vocabulary for specific subjects to ensure that learning is accessible with a focus on Tier 2 words (those that are above everyday language) but transferable across many domains. • A range of planned activities that will be undertaken to help children engage with these words, retain them and use them.

PEDAGOGY linked with our KEY DRIVERS

KEY DRIVERS: Emotional Resilience, Parent Partnership, Reflective learners, Global, RSE/PSHE, Speaking and Language, Creativity, skills feed into the areas below:

	5. What will be taught?
• National Curriculum learning objective displayed at the start of each lesson (child-friendly version if necessary) and a title in books to ensure that children have a focus to their learning. • Focus on what will be taught and how, rather than who will learn it.	
	6. Primacy and Recency (Introductory 'hook' and plenary learning)
• The end of the session is the most memorable part, the beginning is the next memorable; therefore introductions and plenaries will be strong learning experiences. • Introductory 'hooks' used to engage learners. • Teacher modelling high standards and expectations set at the beginning of each lesson then child supported as necessary to achieve. • Plenaries used are a great place for a final assessment of learning against the objective.	
	7. Structured discovery learning
• Highly structured activity that allows learners to explore the objective in a way that uses their reasoning and investigation skills. • Adaptive learning to include kinaesthetic, visual, practical and auditory learning styles. • Allows processing of the objective without overload on working memory. • Allows time for thinking and dialogue, trial / error and self-evaluation. • Is expected to be carried out in a multi-sensory way (hearing, seeing, saying, doing).	
	8. Key questioning / eliciting learning / Afl
• Questioning that opens up learning, rather than closing it down. • Allows pupils the 'floor space' to demonstrate their understanding. • Focus on a key question/s that will allow assessment of understanding. • Children to be aware of the 'Green for Growth' or 'Next Steps' in their learning. • Continuous assessment including Afl, formative, summative, 'red pen'.	
	9. Instructional multi-sensory strategies with repetition
• Involves seeing, hearing, saying and doing in the same event. • Highly repetitive for all pupils but particularly those who need repetition and over-learning. • Differentiated resources. • Access to Continuous Provision in the Early Years.	

PEDAGOGY linked with our KEY DRIVERS

KEY DRIVERS: Emotional Resilience, Parent Partnership, Reflective learners, Global, RSE/PSHE, Speaking and Language, Creativity, skills feed into the areas below:

	10. Technological / resource aids / reasonable adjustments
	• Consideration for those who might benefit from speech-to-text or text-to-speech to access learning. • Consideration for voice or video recording and what training children might need to access these independently. • Consideration for concrete apparatus including table prompts, number lines, dictionaries, visual cues etc. • Consideration for those who need enlarged print, overlays, different pens, laptop. • Consideration for seating and table plans. • The use of technology in the classroom – Year 6 Apple Classroom. • Clicker software to support children to develop their reading and writing skills. • Early Years and SEN use of Tapestry to record observations and assessments.

	11. Meta-cognition Reflective Learning
	• Learning about learning and thinking about thinking. • Use meta-cognitive talk. • Drawing up success criteria with children. • Exploring ways of learning processes and remembering information with children. e.g. mnemonics, songs.

	12. Feedback Reflective Learning - Parent Partnership
	• ClassDojo and Google Classroom to connect teachers, pupils and families through communication features such as videos, messaging and photographs. • Tapestry Online Learning Journal for Early Years and SEN to record child learning and development and to communicate effectively with parents / carers. • Communicating to children what they are doing well at and why and what they can do to develop their learning further as stated in the school Marking Policy. • Qualifying all praise through use of praise and reward systems including 'House Points' and 'Awards'. Celebrating good work in assembly, certificates and Headteacher's Awards. • Relating feedback to success criteria.

Comments / Notes:

--