



## **Vision Statement**

**Our motto of 'Excellence For All' means for all.**

**Every child and every member of staff.**

**We want to ensure that every person in school feels valued and respected and that they are given the chances they need to succeed and flourish. Our exciting curriculum enables all children to be writers, scientists, mathematicians, athletes, artists and more; this is all developed through an engaging series of topics and themes delivered by experienced staff, a wide range of clubs and opportunities and through links with the community. Our children will be ambassadors for change, wanting to create a better, safer and more charitable community. Fernwood Primary and Nursery School will not just be the biggest school in Nottingham but a beacon of excellence for all.**

**We strive to:**

- **Positive Attitude that promotes a sense of well-being and optimism.**
- **Respect that fosters mutual understanding and acceptance**
- **Inquisitive thinking that helps children explore and discover new ideas**
- **Determination that promotes persistence in the face of obstacles**
- **Empathy that encourages understanding and appreciation of the perspectives of others.**

**We aspire to deliver an outstanding education for all our pupils.**

**We provide a safe, positive, inclusive environment where pupils are happy, flourish and thrive. We value our staff and provide an enabling workplace, recognising the knowledge, skills and qualities that they bring to their roles. We are proud of our richly diverse community and celebrate our differences. We wish to positively impact on our local and wider community.**

**Our adaptive curriculum supports our whole school vision and enables all children to be successful through carefully planned adaptations and extensive challenges. Each subject has an overview of how children are supported and how teachers are adapting learning to ensure all children can achieve. Through careful planning we are meeting the needs of all children, including the children with significant needs. Assessment opportunities are planned in to ensure children are making progress. Further support is then planned accordingly or level of challenge increased. The adaptive curriculum also outlines what support is available at every stage and how learning is being assessed.**

**This is a flexible working document and is updated regularly.**

## **Evidence Informed**

**Our adaptive curriculum has been evidence informed from the following:**

**SEND code of Practice**

**EEF SEND Guidance Report**

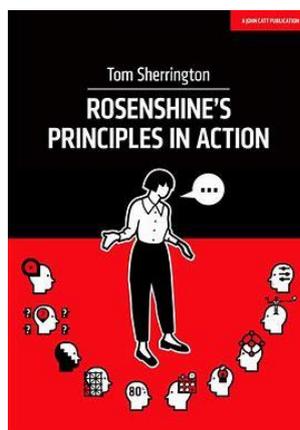
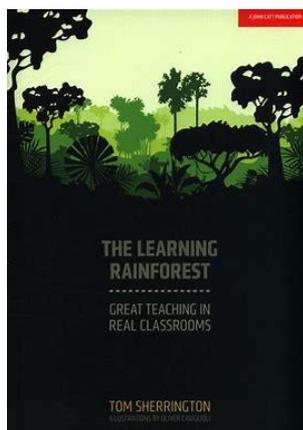
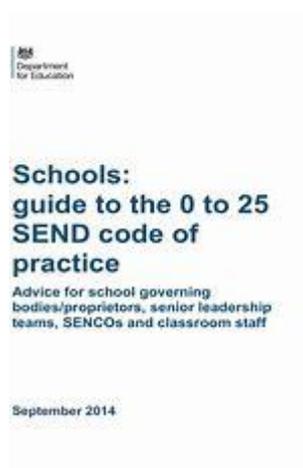
**EEF '5 a day' principle**

**Learning Rainforest, Tom Sherrington**

**Rosenshine's Principles in Action, Tom Sherrington**

**Understanding Adaptive Teaching, Education South West**

**NASEN, Teacher's handbook**



## **Model for Meeting the needs of all learners**

	<b>Foundation Stage</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
<b>EHCP * HLN * Pre Key Stage Significantly Below EXS</b>	<p>Alternative curriculum                      Child specific speech and language programmes                      Sensory Occupational Therapy programmes                      Physiotherapy programmes                      Occupational Therapy programmes                      Individual Provision Plans (IPP)                      EHCP provision and outcomes</p> <p><b>B Squared</b></p>		
<b>Working below the expected standard (BLW)</b>	<p>Adaptive teaching                      Intervention                      Individual Pupil Plans (IPP)</p> <p><b>Writing Moderation                      Standardised testing                      White Rose Maths termly assessments                      Phonics Screening</b></p>		
<b>Working towards the expected standard (WTS)</b>	<p>Adaptive teaching of the Age-Related Curriculum                      Intervention</p> <p><b>Writing Moderation                      Standardised testing                      White Rose Maths termly assessments                      Phonics Screening                      SATs</b></p>		
<b>Working at the expected standard (EXS)</b>	<p>Age-Related Curriculum</p> <p><b>Writing Moderation                      Standardised testing                      White Rose Maths termly assessments                      Phonics Screening                      SATs</b></p>		
<b>Working above the expected standard (GDS)</b>	<p>Adaptive teaching of the Age-Related Curriculum to stretch and challenge                      Specialist Intervention</p> <p><b>Writing Moderation                      Standardised testing                      White Rose Maths termly assessments                      Phonics Screening                      SATs</b></p>		

*\* Some pupils with an EHCP or HLN will be accessing the main curriculum*

*\*\* How we are assessing children is indicated in red*

## Adaptive Teaching and Intervention Strategies

<b>Adaptive teaching strategies for all pupils</b>	Pre teaching Post teaching Scaffolding Mixed ability Pairings Flexible working groups Guided groups Cloze procedure Adapted tasks Adapted resources Manipulatives Peer support Use of Technology Targeted feedback Live marking Booster groups			
	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Other</b>
	Decodable books (KS1) Book banding	Spelling Groups	TTRS Fluency KS1	PSHE: Buddy systems
<b>Intervention strategies for targeted pupils</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Other</b>
	Reading buddies Precision teaching 1 to 1 reading Keep up Phonics Catch up Phonics Focussed feedback	1 to 1 writing Focussed feedback	Booster groups TTRS Maths interventions Precision teaching for fluency Focussed feedback	Speech and Language Emotional Literacy Support (ELSA) Routes to Inclusion (R2i) School Counsellor
<b>Specialist Intervention strategies for children</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Other</b>
	Sensory stories Symbols from Communication In Print 1 to 1 reading	Sensory mark making Dough Disco for fine motor development Individual Occupational Therapy programmes 1 to 1 writing	Manipulatives 1 to 1 maths	Speech and Language Programmes Physiotherapy Programmes Sensory Occupational Therapy Programmes Occupational Therapy Programmes Continance Team Programmes

## What teachers do

Before Teaching	
<b>Anticipate Barriers</b>	<ul style="list-style-type: none"> <li> Differing levels of prior knowledge</li> <li> Vocabulary understanding</li> <li> Different skills may be required</li> <li> Particular SEND</li> <li> Decoding texts</li> <li> Limited working memory</li> <li> Cultural experiences</li> <li> EAL</li> <li> Misconceptions</li> <li> Complexity of resources</li> </ul>
<b>Address Barriers</b>	<ul style="list-style-type: none"> <li> Supply background knowledge - use retrieval</li> <li> Teach the vocabulary explicitly</li> <li> Introduce concepts via discussion</li> <li> Use images/video/technology to contextualise information</li> <li> Teach learning behaviours - routines</li> <li> Read texts in advance</li> <li> Plan scaffolds</li> <li> Improve accessibility</li> <li> Prepare models</li> <li> Visualiser</li> <li> Target support from a TA</li> </ul>
<b>Use assessment to elicit evidence of learning</b>	<ul style="list-style-type: none"> <li> Questioning</li> <li> Low stakes Quizzes</li> <li> Tests</li> <li> Production tasks e.g. writing, an experiment, painting, performing</li> <li> Interactive talk, speaking and listening</li> <li> Hinge questions</li> <li> Labelling diagrams</li> <li> Mini whiteboards</li> </ul>
<b>Other considerations</b>	<p><b>Assessment will inform subsequent planning and in the moment adaptations.</b></p> <p><b>Think about how responses will be monitored and does the assessment create barriers?</b></p>
During Teaching	
<b>Use assessment to elicit evidence of learning</b>	<ul style="list-style-type: none"> <li> Questioning</li> <li> Low stakes Quizzes</li> <li> Tests</li> <li> Production tasks e.g. writing, an experiment, painting, performing</li> <li> Interactive talk, speaking and listening</li> <li> Hinge questions</li> <li> Labelling diagrams</li> <li> Mini whiteboards</li> </ul>
<b>Examples of in the moment adaptations</b>	<ul style="list-style-type: none"> <li> Adjust challenge level</li> <li> Change the language used</li> <li> Clarify a task, provide steps or checklist</li> <li> Highlight essential content</li> <li> Re-explain a concept in a different way</li> <li> Give additional examples or non-examples</li> <li> Peer support</li> <li> Question for understanding</li> <li> Support groups</li> <li> Additional scaffolds</li> <li> Use AfL</li> <li> Use analogies</li> <li> Provide prompts</li> <li> Further modelling</li> <li> Improve accessibility e.g. read a text to student, move closer to the teacher</li> </ul>

