

Teaching and Learning Policy

THIS POLICY NEEDS TO BE READ ALONGSIDE OUR CURRICULUM POLICY

Policy Monitoring, Evaluation and Review

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V4	Jan 24	JWN	Reviewed
V5	March 25	JWN	Reviewed – no changes

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CARE CARE

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Values

North Mead Primary Academy is in full agreement with the values included in the National Curriculum in section 2 'The school curriculum in England'. Whilst these are set out throughout our curriculum and teaching and learning policy, they are encapsulated in our Team Tactics and the school's visions and values: CARE CARE.

CARE CARE

Teaching and Learning at North Mead is underpinned by our visions and values, which are at the heart of all of our decisions and approaches.


NORTH MEAD
 PRIMARY ACADEMY
Our Vision & Values

C.

Character

-development of the whole child, embedding character and resilience to support them in becoming lifelong learners.



A.

Aspiration

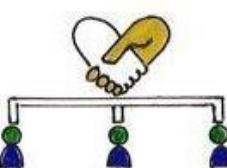
-high expectation for all children and determination that barriers to learning will be overcome.



R.

Relationships

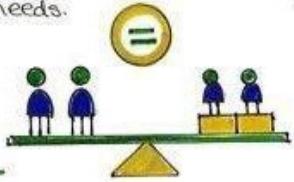
-positive and meaningful relationships are central to success.



E.

Equity

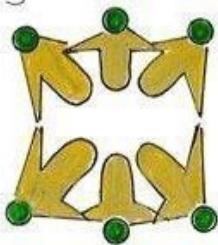
-a personalised approach to our children and families, helping to meet their differing needs.



C.

Community

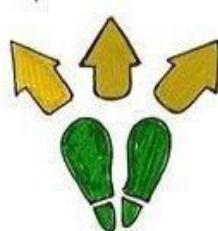
-we welcome, include & value everyone in our diverse community.



A.

Accessible

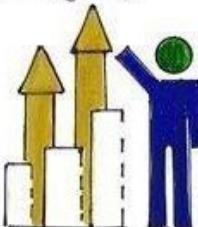
-we are always here to support our families



R.

Results & Outcomes

-determination for children to achieve at the highest level possible, ensuring they are secondary ready.



E.

Enriched

-opportunities provided to increase our children's cultural capital.



Character – development of the whole child, embedding character and resilience to support them in becoming lifelong learners.

Aspiration – high expectations for all children and a determination that barriers to learning will be overcome.

Relationships – positive and meaningful relationships are central to success.

Equity – a personalised approach to our children and families, helping to meet their differing needs.

Community – we welcome, include and value everyone in our diverse community.

Accessible – we are always here to support our families.

Results and Outcomes – determination for children to achieve at the highest level possible, ensuring they are secondary ready.

Enriched – opportunities provided to increase our children's cultural capital.

“ We will provide all of our children with a broad, relevant and enriched curriculum so that they have the character to make a positive contribution to our society and are knowledgeable, skilled and ready for the next phase of their education. ”

By Knowledgeable and Skilled; Enriched; Character and Positive Contribution; and Ready For Their Next Phase of Education, we mean:



Knowledgeable and Skilled

- An ambitious curriculum designed to give all children, particularly disadvantaged pupils, and children with SEND the knowledge they need to succeed in life.
- A unique, broad curriculum that is planned and sequenced carefully in all subjects to ensure that all children learn more and remember more.
- A book led, immersive curriculum which enables children to make links between their learning and build effectively on prior knowledge.
- Explicit teaching of knowledge and skills, with knowledge organisers attached to each unit of work.
- Subject overviews, knowledge organisers and where applicable, schemes of work, are carefully planned, sequenced, and structured to inform curriculum delivery.
- Clear subject assessment criteria is in place for all subjects.
- Vocabulary developed through working walls/speaking opportunities.
- Every child supported to be a strong reader to enable them to access the wider curriculum with confidence through accurate assessment, careful book match and rapid and effective phonics teaching.
- Challenge for all children.
- Strong independent learning culture.
- A curriculum underpinned by the core British values.
- An important focus on being both physically and mentally healthy.



Enriched

- Enrichment to be provided for all children; free of charge for all. (North Mead Fantastic Fifty.)
- Magic breakfast to be provided for all children – free of charge, everyday.
- Open access to a wide range of fiction and non-fiction books at all times.
- Celebration events for cultural and religious holidays, allowing pupils to share their own knowledge and experience with their peers.
- Outdoor learning opportunities in our extensive, well kept, safe outdoor environment; and beyond into the community, city and country.
- All children to complete Daily Boost.
- Provision of specialist music and sport instruction.
- Opportunities to perform.
- Opportunities to share children's successes with parents and the wider community.



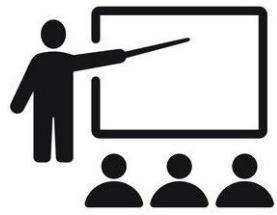
Character and Positive Contribution

- Our children have a positive attitude towards learning, so that they enjoy coming to school.
- PSHCE is woven throughout our curriculum.
- Positive behaviour policy and systems (Unconditional Positive Regard).
- Adults are role models – showing care, compassion, consistency, and empathy.
- Our ethos promotes opportunities for all to succeed - #TeamNorthMead.
- Children's views are listened to and encouraged.
- School provides support services for families to help them in times of need.
- A bespoke Attendance Strategy.
- Whole school assemblies with a focus on British Values, character, community, and empathy.
- Pupils are taught how to keep themselves safe in various settings (online, at home, at school) with confidence.
- Children to show respect and understanding for all.



Ready For Their Next Phase of Education (For EYFS, for KS1, for KS2 and for KS3)

- Opportunities to increase aspirations.
- Insistence on understanding and accepting all, regardless of differences in protected characteristics.
- School uniform for pupils, to make them feel part of our school community.
- Strong parent/carer relationships established through in person adult interactions and online communication.
- Carefully planned transitions from year to year and school to school, tailored to individual needs.
- Encourage healthy eating and good sleep hygiene through assemblies and the wider curriculum.
- Embed citizenship within the curriculum.
- A PSHCE curriculum covering transition, mental health and change.
- Clear class timetables and routines are established to promote independence.
- RSE is taught throughout the school, supporting personal development and growing maturity.



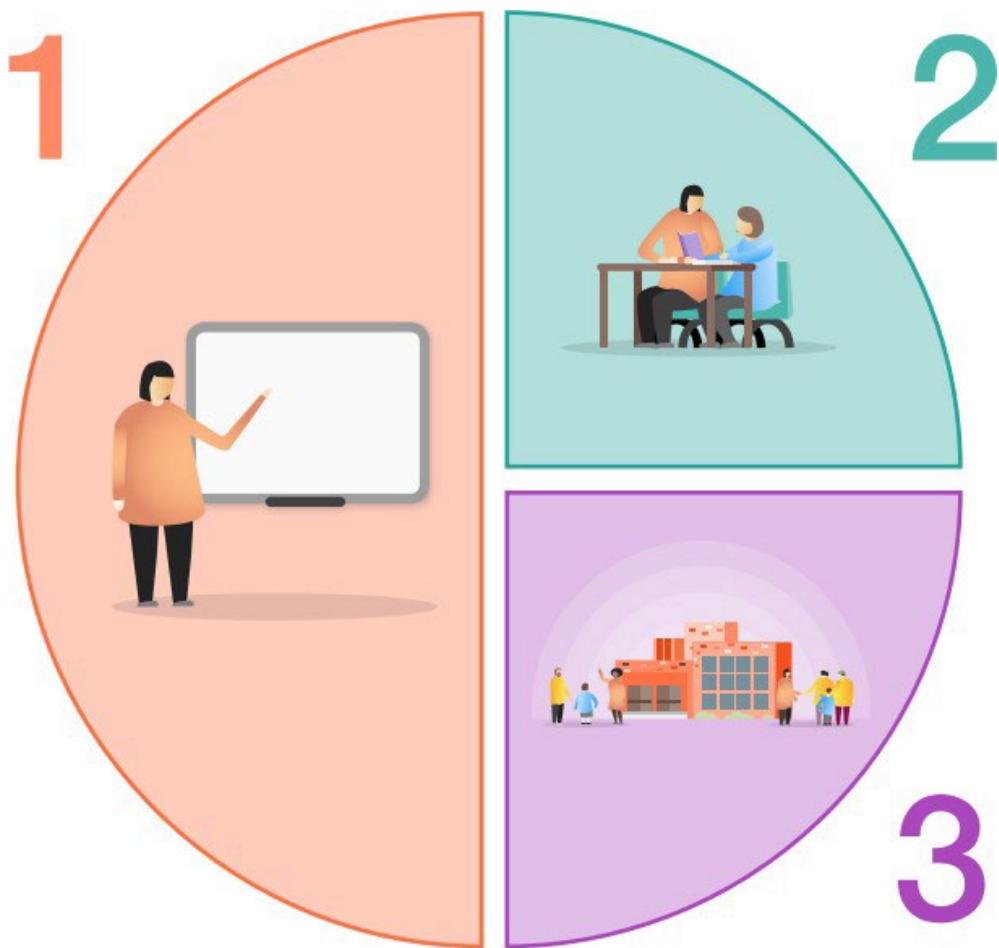
Teachers:

- understand the school's curriculum intent and what it means for their practice.
- set work that is demanding and matches the aims of our curriculum.
- ensure that children's work is consistently of a high quality.
- ensure that our children, particularly our most vulnerable, achieve highly.
- have good knowledge of the subjects they teach and are supported by strong subject leadership.
- present subject matter clearly, promoting discussion about the subject matter being taught.
- check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback, and adapt their teaching as necessary.
- create an environment that focuses on pupils.
- ensure that their own speaking, listening, writing, and reading of English support pupils in developing their language and vocabulary well.
- are well supported by the Wider Leadership Team to develop subject knowledge and teaching and learning skills.



Reading:

- is prioritised across our curriculum so that all pupils access the full curriculum offer.
- is taught using a rigorous and sequential approach that develops children's decoding, comprehension, fluency, confidence, and enjoyment.
- assessment is regular and ongoing; gaps are addressed quickly and effectively for all our children.
- books closely match a child's reading level throughout the school.
- is prioritised in early years with a sharp focus on ensuring that younger children, and those at the early stages of reading, gain phonics knowledge and language comprehension necessary to read; teachers understand reading in particular gives children the foundations for future learning.



1. Quality First Teaching

- The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. North Mead focuses on developing teaching practice over a sustained period to deliver the best outcomes for our children. We do this in different ways including:
 - high quality daily teaching
 - putting core skills as a key driver to our curriculum.
 - securing effective professional development for all our staff.
 - using diagnostic assessment to address learning gaps.

2. Targeted Academic Support

- For pupils in need of additional support, we provide targeted academic support finely tuned to the needs of individual children. Our targeted support complements our high-quality classroom teaching.

3. Wider Strategies

- At North Mead we use wider strategies to address non-academic barriers to success that have a significant influence on attainment. These include:
 - improving attendance; and
 - a 'Plan B' approach to children who need additional systems in place
 - clear routines for all children
 - a graduated response to social, emotional and mental health
 - a supportive early help offer
 - removing barriers to team to support children and their families

1. Quality First Teaching

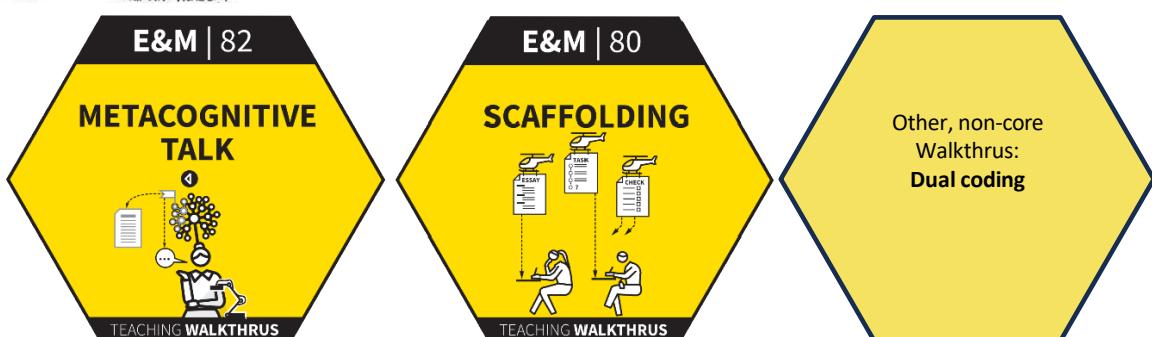
At North Mead, we recognise that what we teach (the subject content) is as important as how we teach (pedagogy). North Mead teachers have a shared understanding of the following core Walkthru Clusters and how these are adapted for children of different ages. Consequently, classroom teaching is consistent across the school. Teachers remain skilled in these techniques through the North Mead CPD programme, Pedagogy Pals, and the Walkthrus books and website.



Cluster 1: Behaviour and Relationships



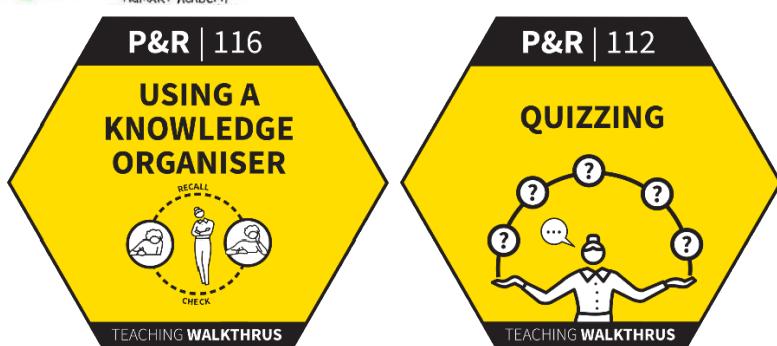
Cluster 2: Explaining and Modelling



Cluster 3: Questioning and Feedback



Cluster 4: Practice and Retrieval



Cluster 1: Behaviour and Relationships: Positive Relationships


At North Mead, Positive Relationships means all staff:
 Ensure everyone has the right to feel safe, respected and valued; to feel they belong.
 Focus on learning, free from distractions or emotional threats.
 Communicate trustable feedback that students will act on.
 Show unconditional positive regard to all pupils, family members and members of our community at all times.

POSITIVE RELATIONSHIPS

1 2 3 4 5



ESTABLISH NORMS AROUND CLEAR ROLES AND BOUNDARIES



COMMUNICATE KINDNESS



LEARN NAMES AND USE THEM



INDECISIVE ASSERTIVE AUTOCRATIC



ALWAYS BE THE ADULT

Cluster 1: Behaviour and Relationships: Establish Your Expectations

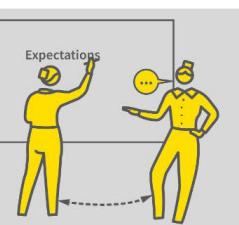

At North Mead, Establishing Your Expectations means:
 If you tolerate low standards, you have established that this is the norm so this is what you will get,
 Whereas, If you establish that you will take action, students learn to function with your higher expectations.
 Whatever you establish becomes the norm; "What you permit, you promote".

ESTABLISH YOUR EXPECTATIONS

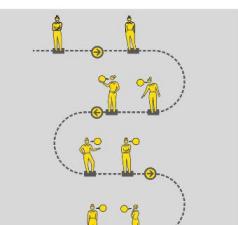
1 2 3 4 5



DECIDE YOUR EXPECTATIONS



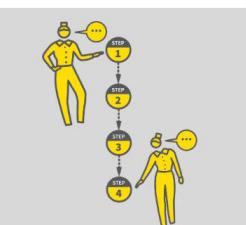
COMMUNICATE YOUR EXPECTATIONS



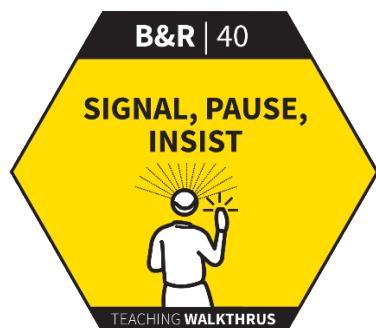
REINFORCE YOUR EXPECTATIONS



REDIRECT, CORRECT OR CHALLENGE



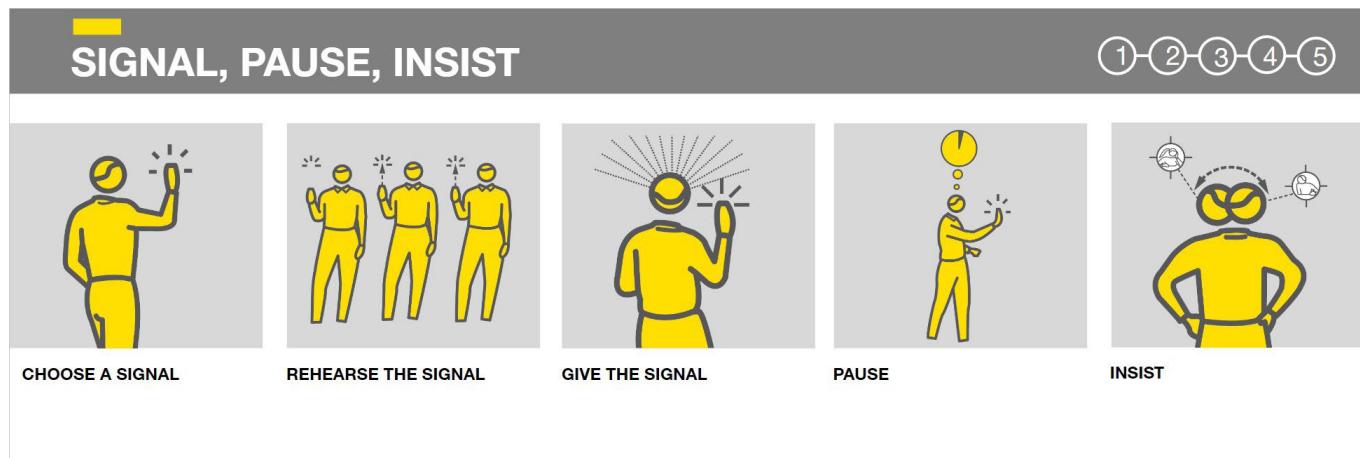
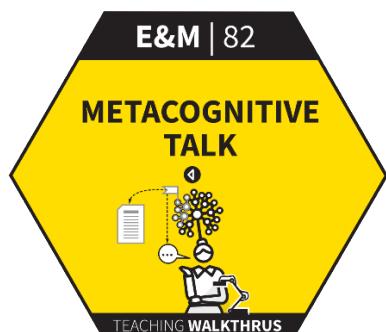
SUSTAIN YOUR EXPECTATIONS

Cluster 1: Behaviour and Relationships: Signal, Pause, Insist


At North Mead we use shared signals throughout the school to ensure consistency in routines, and to maximise learning time. (Note that in order to show fidelity to Read Write Inc [RWI] phonics scheme, some signals relate to phonics groups only.)

'The North Mead Clap' is a routine teachers will use several times a lesson as dependency on voice, to talk over the noise of a chatting class, is hard to sustain.

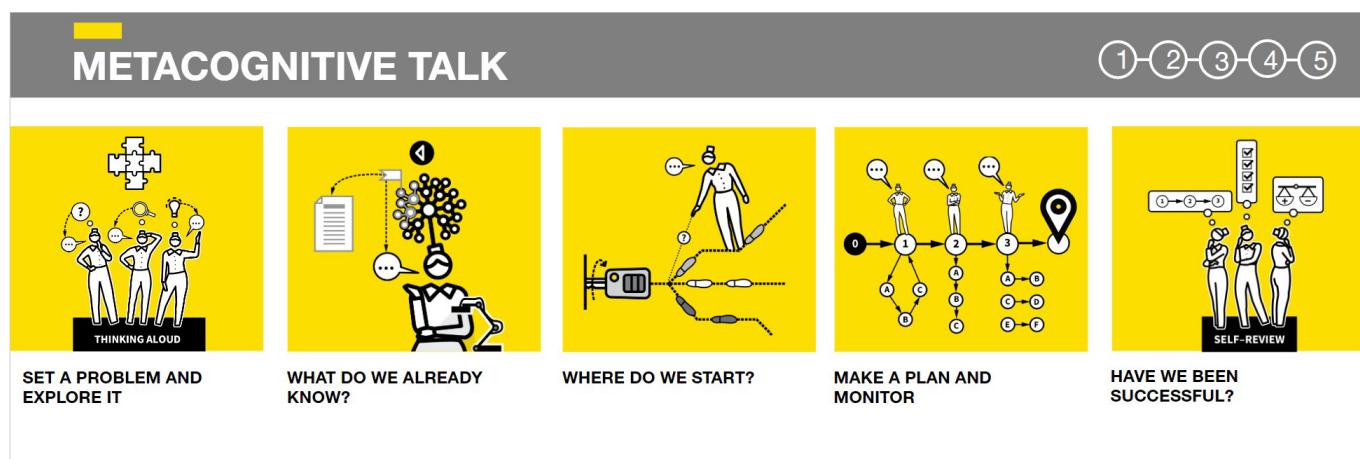
The signal-pause-insist routine allows teachers to move from one lesson phase to another calmly and efficiently. The more teachers insist on the response, the more embedded it becomes.


Cluster 2: Explaining and Modelling: Metacognitive Talk


At North Mead, we know evidence suggests successful students have good metacognitive abilities.

They are able to plan, monitor and evaluate their progress through a task; to think strategically about how to go about solving a problem and to articulate their thought processes.

Teachers at North Mead support students in developing their capacity for metacognitive thinking by modelling it and promoting metacognitive talk in lessons.



Cluster 2: Explaining and Modelling: **Scaffolding**



At North Mead, we provide scaffolds to support children to reach ambitious goals.

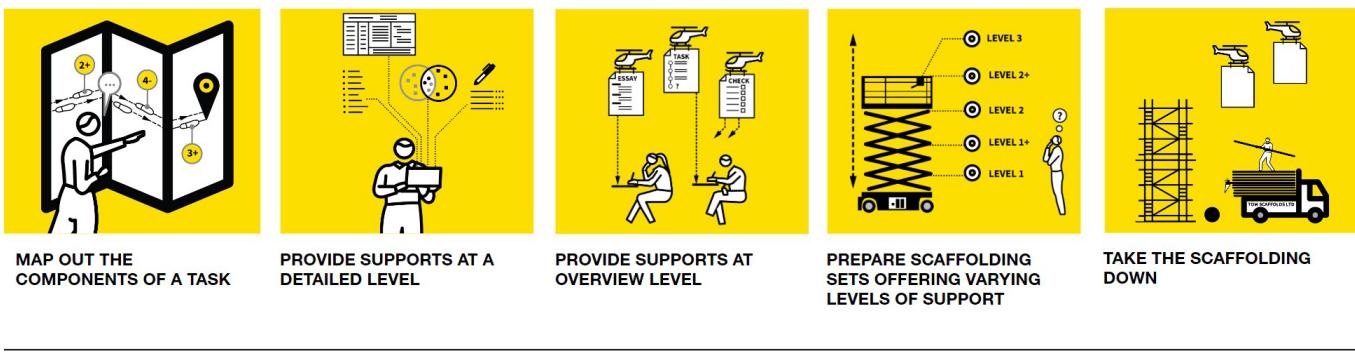
Rosenshine suggests that more effective teachers successfully provide scaffolds for difficult tasks.

Rather than setting lower expectations for students, teachers at North Mead support children to reach ambitious goals using a range of scaffolding processes that guide them forward.

Crucially, the metaphor embeds the idea that, when ready, scaffolding always comes down.

SCAFFOLDING

1 2 3 4 5



MAP OUT THE COMPONENTS OF A TASK
PROVIDE SUPPORTS AT A DETAILED LEVEL
PROVIDE SUPPORTS AT OVERVIEW LEVEL
PREPARE SCAFFOLDING SETS OFFERING VARYING LEVELS OF SUPPORT
TAKE THE SCAFFOLDING DOWN

Cluster 3: Questioning and Feedback : **Cold Calling**



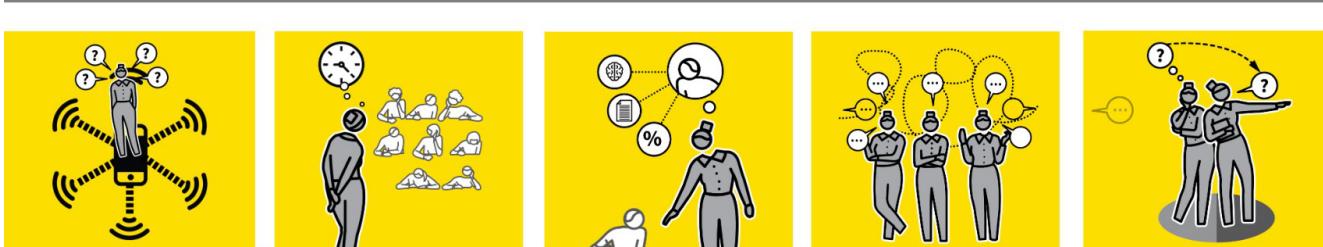
This technique helps address two main purposes of questioning: making all students think and providing feedback to the teacher about how things are going.

If you allow 'hands up' or calling out, you only get responses from volunteers.

Cold calling allows you to choose who answers, keeping the whole class involved and giving you better information to plan your next steps.

COLD CALLING

1 2 3 4 5



ASK THE CLASS THE QUESTION
GIVE THINKING TIME
SELECT SOMEONE TO RESPOND
RESPOND TO THE ANSWERS
SELECT ANOTHER STUDENT AND RESPOND AGAIN

Cluster 3: Questioning and Feedback : Whole-Class Feedback


As part of a diet of feedback, this technique is an excellent way to give students timely, detailed formative feedback whilst minimising teacher workload.

It replaces writing individual comments in books with feedback given to the class as a whole.

This allows the teacher to engage with the details of the work students produce rapidly, to inform a short, effective feedback and improvement cycle.

WHOLE-CLASS FEEDBACK

1 2 3 4 5



READ THROUGH STUDENTS' WORK



NOTE THE STRENGTHS



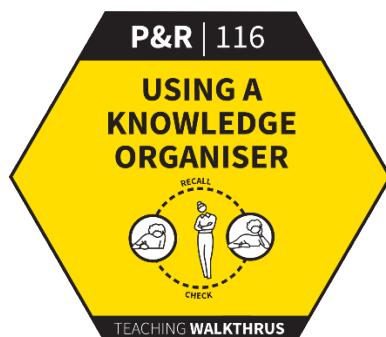
NOTE AREAS FOR IMPROVEMENT



GIVE THE FEEDBACK



GIVE IMPROVEMENT TIME

Cluster 4: Practice and Retrieval: Using a Knowledge Organiser


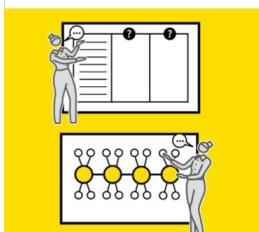
At North Mead, the purpose of knowledge organisers is to provide students with guidance about the knowledge that they study - on their own and together; a secure schema with strong recall.

They are intended as a summary; not a comprehensive, exhaustive list of all that could be known.

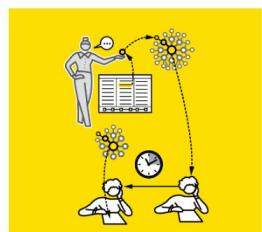
They are used effectively in classrooms by teachers, linked to retrieval techniques.

USING A KNOWLEDGE ORGANISER

1 2 3 4 5



DESIGN KNOWLEDGE ORGANISERS TO BE QUIZZABLE



FOCUS ON SPECIFIC ELEMENTS



READ AND REHEARSE



CLOSE OR COVER FOR GENERATIVE RECALL



CHECK FOR ACCURACY



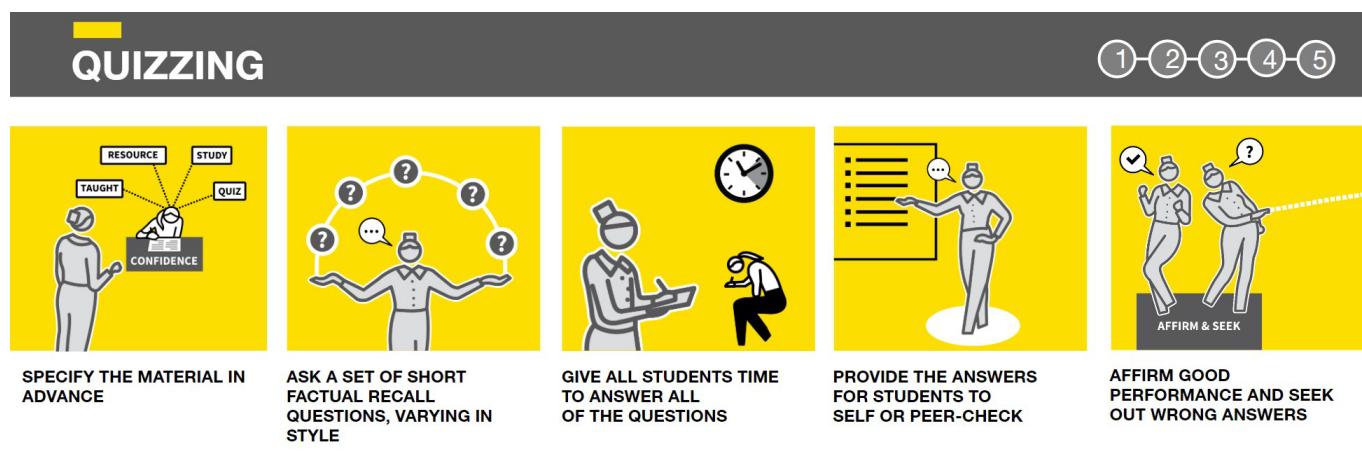
At North Mead, teachers know quizzing provides information about where gaps in pupils' understanding exists.

It reinforces the retrieval strength of the material so it's easier to remember later.

Quizzing is a form of practice; the more it is done, the more fluently students remember.

Teachers at North Mead use a variety of quizzing techniques including:

- short answer fact check,
- short problem solving,
- multiple choice questions,
- 'What do you think? / concept cartoons
- agree/disagree
- true/false
- error spotting
- labelling diagrams
- image recognition
- recitation of quotes or definitions
- short bullet-point lists
- advantages / disadvantages
- exact question from previous lesson



Six key learning behaviours are taught and nurtured at North Mead. These are known as our Team Tactics.

Team Tactics

Character and learning behaviours are central to our teaching and learning approach at North Mead and contribute to our children being successful learners. Our Team Tactics are:



Be Ready

“We are always punctual, organised and prepared.”



Be Responsible

“We look after each other and the environment.”



Be Reflective

“We think about our learning and our behaviour.”



Be Resilient

“We never give up, even when it gets difficult.”



Be Respectful

“We listen to and value others.”



Show Reciprocity

“We exchange things to benefit all.”

In order to secure progression in learning behaviours, it is important to ensure they are incorporated into all areas of school life: the curriculum, the behaviour policy and the wider graduate response at North Mead. In order to achieve the highest possible outcomes and to enable students to become lifelong learners, all staff ensure that pupils understand learning is a process. Each Team Tactic is further broken down into Character Muscles which demonstrate a given Team Tactic.

What are we looking for? Overview of North Mead's Team Tactics.	
Be Ready	<p>“We are always punctual, organised and prepared.”</p> <p><u>Character Muscles</u></p> <ul style="list-style-type: none"> • Concentration: The act of focusing your attention. The art of not being distracted. • Independence: Not relying on others to do things for you. Showing that you can learn to do things for yourself. • Curiosity: A strong desire to know or learn something. Asking questions to learn more. • Self-Efficacy: Believing that through your actions you can achieve.
Be Respectful	<p>“We listen to and value others.”</p> <p><u>Character Muscles</u></p> <ul style="list-style-type: none"> • Friendship: Involves trust, generosity, sharing, empathy and more. Shouldn't be treated lightly or traded away. • Humility and Gratitude: Being modest and not showing off. Being thankful and showing appreciation. • Kindness: Being generous, thoughtful, and friendly. • Self-Esteem: Feeling good about yourself and others.
Be Responsible	<p>“We look after each other and the environment.”</p> <p><u>Character Muscles</u></p> <ul style="list-style-type: none"> • Managing Impulsivity: Restraining yourself from doing something that may not be appropriate at the time. Involves self-control. • Integrity: Being honest and telling the truth. Doing the ‘right thing.’ • Good Humour: Being in a good mood and trying to brighten other people’s mood. • Empathy & Compassion: The ability to understand other people’s feelings and find the best way to help or comfort them when they need it.
Be Reflective	<p>“We think about our learning and our behaviour.”</p> <p><u>Character Muscles</u></p> <ul style="list-style-type: none"> • Questioning: Asking questions if you’re unsure. Asking questions to develop deeper understanding and asking why. • Making Links: Thinking in depth and connecting ideas and skills together • Problem Solving: Using a variety of strategies and resources to help you solve something difficult. May involve perseverance. • Meta-cognition: Thinking about your own thinking and learning and being aware of what you are doing.
Be Resilient	<p>“We never give up, even when it gets difficult.”</p> <p><u>Character Muscles</u></p> <ul style="list-style-type: none"> • Perseverance: Not giving up even when something is difficult, or you’d rather be doing something else. • Revising/Improving: To make something better, in any way, than it already is. • Confidence: Believing in yourself and your abilities. Not being shy of trying. • Courage: The ability to face challenges, even if they are daunting. Appropriate risk-taking is trying things even if they may fail.
Show Reciprocity	<p>“We exchange things to benefit all.”</p> <p><u>Character Muscles</u></p> <ul style="list-style-type: none"> • Imitation: Using something or someone as a model to learn from. • Listening/Communicating: Listening politely and respecting other people’s ideas. Sharing your own ideas freely and clearly with others. • Co-operation: The ability to work together. May involve compromise or self-sacrifice. • Teamwork/Inclusiveness: Allowing others to join in and not limiting yourself to certain people.

Subject Specific Expectations

Each Subject, both core subjects and foundation subjects, have clear progression maps and assessment grids. Subject leaders and teachers use these, in conjunction with knowledge organisers, to set expectations for subject knowledge, coverage and assessment.

Teachers are not required to provide formal planning unless this is needed to support teachers. All lessons do however need to have a WALT and a WILF:

	This is the area that the children are learning about in the session e.g WALT write in complete sentences. This may span over a series of lessons.
	This is how children show that they are have been successful in meeting the WALT. They record this in their books. When the teacher marks the work they are looking for examples of the WILF

Subject Knowledge

What we teach (the subject content) is as important as how we teach (pedagogy). North Mead teachers know what progression over time looks like in all subjects taught. The importance of this is highlighted in the following teacher standards:

TS2 (promote good progress and outcomes by pupils)

TS4 (plan and teach well-structured lessons)

TS5 (adapt teaching to respond to the strengths and needs of all pupils)

TS6 (make accurate and productive use of assessment)

As teachers of 'all' subjects, teachers need to develop an understanding of vital subject content, how to sequence it over time, and what misconceptions pupils are likely to develop and how to overcome them. It makes sense that those who educate specifically in the teaching of a subject must also have well developed subject knowledge. This must be paired with pedagogical content knowledge – that is an understanding of what to teach in what order, how to communicate it, and what common misconceptions might arise. Only if this is the case can the teacher effectively model, guide and prompt what good practice in those standards above consists of.

Teachers and subject leaders at North Mead have a good knowledge of what they are teaching. They know what good progress looks like in all subjects, and know when to assess, plan and review children's outcomes. Use of assessment is productive and timely. Furthermore, teachers at North Mead reflect and adapt their own practice to suit the needs of their students.

Feedback from adults

Research shows that the feedback children receive about their learning has a significant impact upon their progress. At North Mead, teachers know incisive, timely and targeted feedback enables children to understand how they can improve.

Feedback is:

- most effective if it focuses on the learning intention (WILF), is given regularly and while still relevant.
- most effective when it confirms the pupils are on the right tracks, gives details of why answers are correct or wrong, and when it stimulates correction of errors or improvement of a piece of work.
- most effective when suggestions for improvement act as “scaffolding” i.e. pupils are given as much help as they need to use their knowledge, work independently, and think for themselves.
- most effective when it involves quality dialogue – research indicates that verbal feedback is more effective than written feedback

Verbal Feedback

The language used in the classroom reflects the ethos of a learning culture within North Mead. Teachers and other adults focus on the fact that challenge means that new learning is taking place. Mistakes are treated as opportunities for improvement and a focus for support.

Oral feedback is provided during every lesson, individually or collectively.

Marking

Teachers will use the school's marking key and they will mark in **GREEN** pen and all teachers

	Good features in the work and to highlight WILF if met	→	Target and area for development
	Come and Talk (CAT)		Children's response to marking
✓	Correct answer	■	Incorrect answer

Teachers recognise that feedback is an essential element in helping pupils improve. When using assessment for learning strategies, teachers need to move away from comments that may not be related to the learning intention of the task (e.g., ‘try harder’ or ‘join up your writing’) and move towards giving feedback to help the pupil improve in the specific activity.

Marking and Feedback Guidelines

At North Mead, all work is looked at, marked or given oral feedback before the child's next lesson in any given subject, or as soon as possible.

Marking and Feedback should:

- relate to learning intentions (WALT/WILF), which need to be shared with children.
- involve all adults working with children in the classroom.
- give children opportunities to become aware of and reflect on their learning needs.
- give recognition and appropriate praise for achievement.
- give clear strategies for improvement.
- allow specific time for children to read, reflect and respond to marking.
- involve children in the same process (whether oral or written) to ensure equity in all subjects and for all abilities.
- respond to individual learning needs, marking face-to-face with some, and at a distance with others.
- inform future planning and individual target setting.
- be accessible to children.
- be seen by children as positive in improving their learning.

Self and Peer Assessment and Feedback

At North Mead, we believe it is important to develop children's' evaluative skills, it is expected that many self and peer assessment opportunities are provided. The marking and Feedback guidelines above still apply. Teachers at North Mead also assist children to develop the use of peer assessment and feedback using the following principles:

1. Feedback should be kind, helpful and specific
2. All students need the opportunity to share their thoughts; students let others have their turn.





Homework

Children at North Mead have access to a variety of home learning platforms. In addition, they are set weekly spellings to learn, and a half termly thematic homework grid.

Spellings

Children at North Mead are sent weekly spellings to learn. These are in accordance with national curriculum expectations for their stage of learning.

Thematic Homework

Children at North Mead are also sent a thematic homework grid offering a variety of activities. Each activity is designed to extend learning and encourage curiosity. These activities are optional. Children are awarded Dojo points for completing activities.



HOMEWORK

War Horse (WW1)

Please bring in your homework as you complete it, but the final deadline is Friday 13th December.

Design a WW1 propaganda poster	Perform WW1 poem to the class.	Design and make a WW1 tank
Create a timeline explaining the history of the WW1	Create a video slide show of a WW1 poem	Create a 3D WW1 war memorial
A board game themed on WW1	Create an audio diary of a 'day in the life of a WW1 soldier' in the trenches	Create a poppy display of wreath. Be as creative as you can in the way you present it

Year 6 Weekly Spellings Week 1

Look	Copy	Cover & Write	Check
freight			
Weigh			
feign			
neighbour			
beige			
obeyed			
<i>This week's tricky words</i>			
lighting			
marvellous			

Access to Home Learning

In addition to weekly spellings, children at North Mead have access to a number of online accounts which they can work in at their leisure, or at their parent's discretion:

Purple Mash: Purple Mash is an online application with hundreds of apps and activities that children have access to at home. In school time, children follow the Purple Mash scheme of work for the Computing Curriculum.	Oxford Owls eBook Library: All children at North Mead have access to the 'free' Oxford Owl eBook Library. Children and parents can search for a limited number of books according to phonetic ability. Read Write Inc books can be searched and read in Oxford Owls.	MyOn: MyOn is an ebook library. Children who have passed the Y1 Phonics Check and demonstrated a reading fluency of greater than 80 words per minute have access to MyOn as part of their Accelerated Reader (AR) account. Many of the 5000+ ebooks in the system have quizzes in AR.	Times Tables Rock Stars: Times Tables Rock Stars is an online (and app based) tool for times table practice and fluency. It is used in school and can also be accessed at any time at home.

2. Targeted Academic Support

Most children will benefit solely from a focus on Quality First Teaching in a whole-class setting. However, some children may require extra, targeted support that is tailored to their specific needs. This could be through interventions or tuition.

Additional interventions involve learning or revisiting foundational knowledge, practicing basic skills, or pre-learning upcoming content. Our key to success is making sure that interventions:

- are targeted to the specific needs of pupils
- have a high quality delivery by trained staff
- take place in an appropriate space
- have clear entry and exit criteria (this may be data driven)

The TARGET model, drawn from insights from a range of EEF interventions and programmes, offers a helpful summary of typical active ingredients of successful targeted academic support.

T iming	Automatically saving your changes. It's okay to keep working while we save. (e.g. 15–60 mins) and regular (e.g. 2–5 per week).
A ssessment	Assessments are used to identify pupils, guide areas of focus, and to track pupil progress.
R esourcing	The intervention has structured supporting resources and lesson plans, with clear objectives and possibly a delivery script.
G ive it time	Careful timetabling is in place to enable consistent delivery. Sessions are typically maintained over a sustained period (e.g. 8–20 weeks).
E xpert delivery	Interventions are delivered by a qualified teacher or, if they are unavailable, a trained teaching assistant. The intervention programme is followed precisely and suggested delivery protocols are followed.
T eacher links	If not delivered by the classroom teacher, the intervention deliverer and the teacher/s communicate regularly and make appropriate connections between out-of-class learning and classroom teaching.

We carefully select the interventions we deliver and the children who access them; these are monitored and evaluated thoroughly by the staff leading the interventions, and the relevant staff (SENDCo, Principal and Vice Principals)

Provision for pupils with SEND

At North Mead, pupils with SEND needs access the curriculum as appropriate to their individual learning needs. They either access the same, age-related curriculum as all other pupils with appropriate adaption or scaffolding, or follow an individualised curriculum. If a pupil's SEND needs require an individualised curriculum, external agency advice will be followed and appropriate interventions will be timetabled for this pupil.

All children on the SEND register have a Pupil Passport. Teachers ensure that the short-term targets are worked on regularly and evidenced either within lessons or through interventions so that they can be updated at the review meetings.

Identification of pupils with SEND

If a teacher has concerns about a child who is not making progress with quality first teaching, they speak to the Inclusion Leader for additional support and begin early monitoring of the child's barriers to learning. The outcome of early monitoring may include curriculum adaptions and scaffolding, or Targeted Academic Support as appropriate.

Diagnostic assessments to address learning gaps

Diagnostic assessments provide opportunities to reflect on children's thinking, strengths, and weaknesses. They give useful insights into learning, adding to the richness of the information teachers hold about their children. At North Mead, the Inclusion Leader uses diagnostic assessments effectively to indicate areas for development with individual children or across classes and year groups. They may also help teachers isolate the specific misconceptions children might hold. The outcomes of diagnostic assessments may include curriculum adaptions and scaffolding, or Targeted Academic Support as appropriate.

Diagnostic assessment	Purpose	Practicalities
Hinge questions 	These targeted questions, at a pivotal point, offer immediate indicators of learning and can identify misconceptions.	Multiple choice questions work well with plausible 'distractors' for wrong answers. They can lead to valuable class discussion.
Quizzing 	Low stakes quizzing can offer curriculum-sensitive insights into pupils' learning.	Short answer quizzes do not assess complex understanding, but they can offer a quick identification of knowledge gaps or related issues.
Pre-topic 'mind map' 	Mind-maps (or concept maps) before a new topic can both establish crucial prior knowledge but also generate curiosity for the learning ahead.	Pupils can benefit from pre-specified graphic organisers, such as mind-maps, to trigger prior knowledge and allow for adaptive teaching.

3. Wider Strategies

'Wider strategies' support positive learning behaviours that enable schools to remove non-academic barriers to attainment. These strategies are implemented with a focus on supportive relationships and strong routines. Evidence suggests this is particularly true for pupils with SEND and those from disadvantaged backgrounds.

At North Mead we use wider strategies to address non-academic barriers to success that have a significant influence on attainment. These include:

- improving attendance.
- a 'Plan B' approach to children who need additional systems in place.
- clear routines for all children.
- a graduated response to social, emotional and mental health.
- a supportive early help offer.
- a removing barriers to team to support children and their families.