

Inclusion Overview: Providing effective challenge

What is Challenge? All our children deserve an education that provides broad and rich experience and challenge them within lessons and through extended and enriched learning opportunities. Challenge is to teach children the right components and knowledge to achieve the composite end points successfully.

Our principles:

- All our children are provided with a broad and rich curriculum that challenge them within lessons and through extended and enriched learning and wider opportunities.
- All achieve to the best of their ability, including those with high learning potential and for personal fulfilment.
- Reach the level of achievement of which they are capable.
- To be resilient, independent, lifelong learners who will also use their talents to contribute to the wider community.
- Across a wide range of subjects and opportunities and for all learners including PP and SEND.

How?

- Prior knowledge and appropriate sequence of knowledge to successfully achieve ambitious end points.
- Teaching the right components and knowledge to achieve the end points.
- Remember the appropriate knowledge to become an expert in one or more subjects.
- To become experts based upon rich and detailed structures of knowledge stored in long-term memory (schemata).
- Automaticity of complex knowledge and skills.

Quality First Teaching

Cognitive challenge	Creation of a climate for challenge	High engagement and achievement
Wide range of subjects and opportunities	Ability is a fluid concept	Self-belief
Actively tap into their personal interests and talents	Innovation and risk taking	High ambitions and expectations for all
Adaptive teaching and becoming an expert	Sharp focus on key <u>knowledge</u> and skills	Purposeful learning actively involving the children

Purposeful:

Challenge is purposeful not making things more difficult for the sake of it!

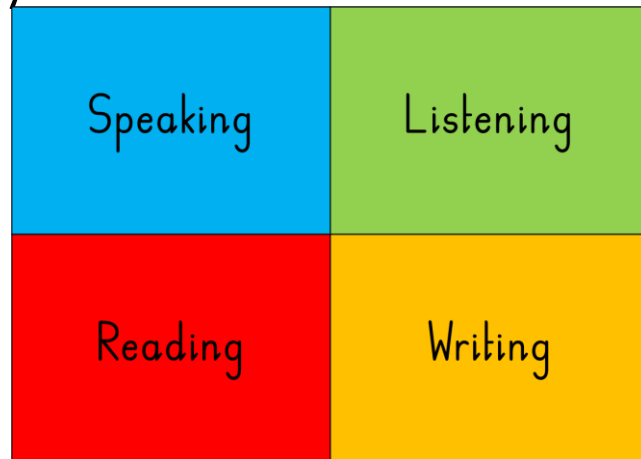
Inclusion Overview: Supporting EAL Learners

What is EAL? (English as an Additional Language)

The Department for Education (DfE) records a pupil as using EAL if *'they are exposed to a language at home that is known or believed to be other than English'*.

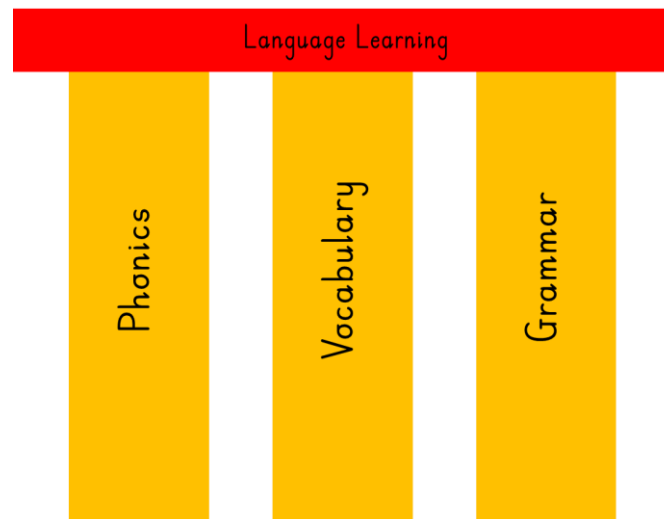
Modalities of Language

When supporting EAL children, it is important to remember there are 4 modalities of language acquisition. Not all modalities may develop simultaneously but all 4 need to be actively supported in order to develop a child's English ability.



Pillars of Language Learning

In order to develop language proficiency and learn a language, three key 'pillars' must be put in place and strengthened. These are 'phonetic awareness', 'building vocabulary' and 'grammar knowledge'.



Levels of proficiency

To assess how proficient a child is in a single modality, the following Stages are used (see individual assessment sheets).

Stage 1: New to English

Stage 2: Becoming familiar to English

Stage 3: Becoming confident as a user of English

Stage 4: A very fluent user of English

Supporting and correcting language acquisition

1. Recasting: re-stating what the pupil said, but correcting errors in it.

2. Prompting: where the correction is elicited from the learner themselves.

3. Explanation: where explicit, often metalinguistic, information is given about a rule relating to the cause of the error.

Inclusion Overview: Supporting Pupil Premium Learners

What is Pupil Premium funding? Pupil premium is funding to improve educational outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. It is our passion to promote equitable opportunities in all areas of development including educational and to overcome the barriers including raising aspirations and improving positive life chances.

3 key priorities from our Pupil Premium Strategy

- 1) To provide the highest quality teaching and learning to enable Pupil Premium children to succeed and narrow the gap.
- 2) To improve the progress made by the Pupil Premium children.
- 3) To provide high quality enrichment and cultural capital activities outside of the classroom to support Pupil Premium children's confidence and wellbeing.

Our Vulnerable Group Strategy:

- First check-ins – Do the children understand what is being taught and the task that they need to complete?
- First feedback and marking – Live marking/feedback. Go to these children first within the lesson.
- Ensuring gaps in knowledge are known - Gap analysis of assessments. (Cornerstones/SATs papers/Phonics Checks/Multiplication checks).

Opportunities to learn outside the classroom

Providing equitable educational opportunities for all including:

1. Rich and diverse books
2. Educational visits (museums, aquariums)
3. Visitors coming in to school
4. Residential trips
5. Forest School and Outdoor Learning
6. Homework & learning projects
7. Outdoor learning - taking the curriculum outdoors

Enrichment and cultural capital

Providing equitable enrichment opportunities for all including:

1. Wide variety of extra-curricular clubs
2. Non-educational visits (cinema, theme park, beach)
3. Playing a musical instrument
4. Sports
5. Learning a language
6. Arts & Crafts

Quality First Teaching

High ambitions and expectations for all including SEND and PP	Sharp focus on key <u>knowledge</u> and skills	Adaptive teaching – the same educational end points and breaking down into smaller components
High quality resources & effective questioning	Revisiting learning and additional practice	Recall and review strategies
Modelling and worked examples	Purposeful learning actively involving the children	Variety of teaching strategies and targeted/ tailored support
High levels of engagement	Explicit teaching of vocabulary	Reading throughout the curriculum

High quality feedback Timely and high quality feedback has a positive impact to support children to focus on future learning.

Feedback should allow children to focus on the next steps in their learning, through identifying and explaining misconceptions, and supporting them to take a greater responsibility for their own improvement.

Live feedback is feedback in the moment focusing on the above concepts and swiftly supports and challenges/ extends their learning.

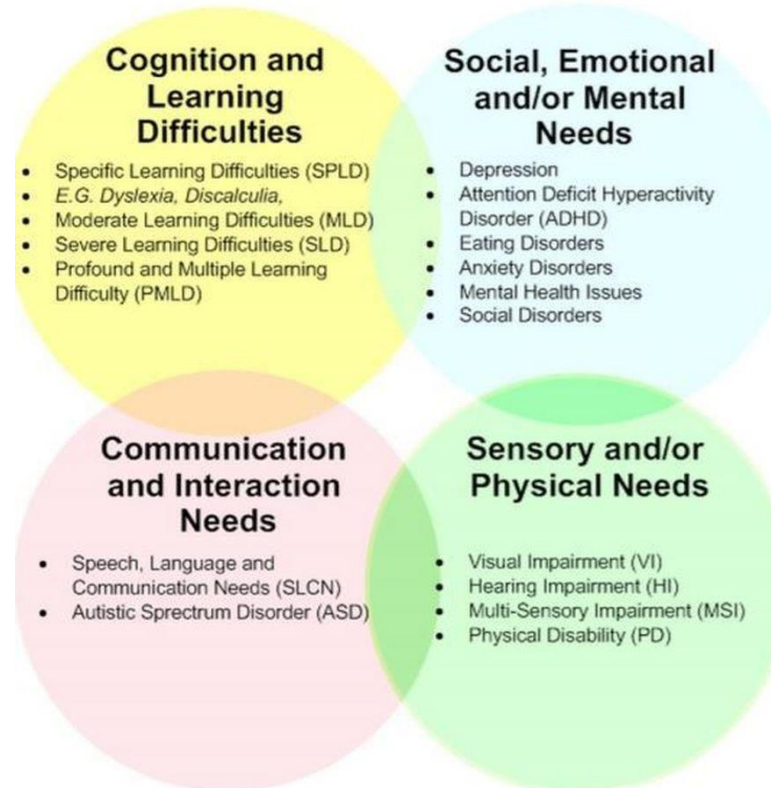
Inclusion Overview: Supporting SEND Learners

What is Special Educational Needs and Disabilities (SEND)? Special educational needs and disabilities (SEND) can affect a child or young person's ability to access and learn as much as they can. There are four key areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory and/or Physical. We believe in the importance of nurturing their talents, high ambitions for all and to effectively support the wide range of need working closely with our families to ensure the highest achievement and outcomes.

Referring a SEND concern

1. Teacher or support staff identify a concern.
2. Complete a referral form (see link below).
3. Conversation with SENDCo about additional QFT or interventions to address concern. Time frame established to assess impact.
4. Review impact of QFT with SENDCo at the end of the agreed time frame.
5. Complete further QFT or, where appropriate, the SENDCo will take further action (such as observations, conversations with parents or referrals to other agencies) to support the child.
6. [referral form for SEND.docx](#)

4 Main Areas of SEND



Some children may have needs in multiple SEND areas.

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Waves of Intervention Model

