

# Teaching and Learning Policy Cavendish Close Junior Academy

## Aims

This policy aims to:

- Ensure all pupils achieve their potential through quality first teaching.
- Foster a positive, safe, and stimulating environment rooted in respect and collaboration.
- Provide consistent and effective teaching strategies that promote engagement, aspiration, and lifelong learning.
- Support all staff through continuous professional development to deliver exceptional teaching, informed by the latest research and best practices.
- Develop confident, resilient learners who reflect, persevere, and approach challenges with enthusiasm.

## Great Place to Learn (GP2L)

- At Cavendish Close Junior Academy, we maximise all available resources to enable children to learn, teachers to teach and parents to support. This culture of learning is deep rooted across the entire Harmony Trust, enabling our pupils, workforce and community to 'Believe, Achieve, Succeed'.

## ACE Curriculum Drivers

Quality first teaching at Cavendish Close Junior Academy is underpinned by three key drivers: Aspire, collaborate and experience:

- **Aspiration** is a key part of our curriculum. Our Curriculum is aspirational across all subjects and is designed to ensure pupils are given opportunities to develop their skills as an effective learner as well as learning the skills and content relevant to their age and ability.
- Our curriculum and lesson design is centred around **collaboration**. This is an important part of the pupils' learning. They work in different groups, have different roles within these groups and learn from different people.
- By offering our children a wealth of planned **experiences** both in and outside of the classroom, we expand our pupils' knowledge and horizons to a world they may otherwise not have known, therefore increasing cultural capital.

## The Harmony Pledge

- Once a pupil becomes part of The Harmony Trust, a pledge is made to support them to achieve their very best potential. Pupils will take part in pledge activities and experiences which will help them to become life long learners. These are all underpinned by ten character competencies.

## Planning

- **Curriculum Coverage:** Subject leaders ensure that intent and implementation documents support teachers in planning and adhere to the National Curriculum and ACE Curriculum framework, providing a broad and balanced education for all.
- **Differentiation and Scaffold:** teachers ensure lessons are tailored to meet the needs of all learners, including those with Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL), and high-achieving pupils.
- **Lesson Structure:** Daily reading, writing and maths lessons and weekly lessons in the wider curriculum are produced on Power Point and follow individual subject lesson designs. Lessons are sequenced thoughtfully to build on and revisit prior knowledge, engage students actively, and include clear objectives, scaffolding, and opportunities for reflection and assessment.
- **Cross-Curricular Links:** Where appropriate, connections across subjects are made to deepen understanding and provide context.

## Inclusion

- **Excellence for All:** Inclusion sits at the heart of everything we do. We ensure that every pupil, regardless of background or ability, is included, supported, and challenged to reach their full potential.
- **Individual Learning Needs:** Teachers implement effective strategies, interventions, and adaptations
- **SEND Support:** Working closely with the SENCO and specialists within The Harmony Trust, teachers provide tailored individual plans, make reasonable adjustments and use inclusive teaching strategies.
- **Cultural Sensitivity:** The curriculum reflects the diversity of our school community, promoting respect, tolerance, and appreciation for all cultures.

## Metacognition

Retrieval is a learning strategy that is used regularly in lessons to support students with retrieving material, that they have previously learnt, from their long-term memory. It should be low stakes and planned effectively. This ensures that we:

- **Develop Self-Regulated Learners:** Pupils are guided to reflect on their own learning processes through questioning, planning, monitoring, and evaluating their work.
- **Promote positive learning strategies:** Teachers explicitly teach strategies to help pupils become independent thinkers, problem-solvers, and resilient learners.
- **Improve growth mindset:** Promoting a growth mindset culture within classrooms, encouraging students to embrace challenges and learn from mistakes.

## Feedback and Marking

Our marking and feedback policy has been collaboratively designed with pupils at the centre. Our policy ensures that:

- **Feedback is purposeful:** Feedback is timely, constructive, and specific, enabling pupils to understand their strengths and areas for improvement.
- **Verbal and Written Feedback is key:** Teachers provide verbal and immediate written feedback during lessons. Feedback is always focused upon the learning objective.
- **Next steps are provided:** Feedback includes clear next steps, with pupils given the opportunity to act on this guidance.
- **Peer and Self-Assessment:** Pupils are trained in peer and self assessment, offering and receiving feedback to deepen their understanding.

## Technology (Harnessing Technology Maximising Learning Strategy)

When pupils and staff join our academy, they are assigned a 1:1 digital device to support teaching and maximise learning experiences.

- **Digital Literacy:** Pupils are equipped with critical digital skills to thrive in a tech-driven world, using devices and software to research, create, and collaborate.
- **Interactive Learning:** Teachers integrate technology meaningfully into lessons to engage pupils, access diverse resources, and foster creative expression.
- **Online Safety:** Ensuring pupils understand safe and responsible use of technology is a fundamental aspect of our teaching approach.

## Continuing Professional Development

- **Ongoing Training:** All staff engage in regular CPD sessions to stay current with best practices, curriculum updates, and pedagogical strategies.
- **Mentoring and Coaching:** Experienced teachers mentor new staff and provide peer coaching to support growth, sharing expertise and collaborative reflection.
- **Specialist Training:** Staff access training related to specific areas such as SEND, behaviour management, and subject leadership to address school and pupil needs.

## Behaviour

The teaching and learning at Cavendish Close Junior Academy is underpinned by positive behaviour strategies and pupils follow three school rules: Be Safe, Be Respectful, Be Engaged.

- **Positive Behaviour Strategies:** We foster a positive and respectful learning environment where clear expectations and consistent rules are upheld.
- **Restorative Approaches:** Conflicts are resolved constructively, with pupils encouraged to reflect, take responsibility, and restore relationships.
- **Rewards and Consequences:** Our behaviour policy includes recognition of positive behaviour and fair, proportionate consequences.
- **Safe Learning Environment:** Staff are trained to manage behaviour effectively, ensuring every pupil feels safe, valued, and respected in the school.

## Great Place to Work (GP2W)

- The Harmony Trust continuously refines its 'Great Place to Work' strategy in response to contextual changes and staff views. The overarching aim of this is to create the optimum conditions for all staff to work, thus experiencing both job satisfaction, high levels of wellbeing and a purposeful, but not overloaded, workload.

## Quality First Teaching at Cavendish Close

### 7 steps:

1. Clear **learning objective** and **success criteria**
2. Clear **support and scaffold** to support all learners to **meet the learning objective (LO)**
3. **Oral** tasks and **vocabulary** development
4. Teacher **modelling**
5. **Tasks are well matched** to the LO and **extension** tasks are available
6. Regular '**check-ins**' and **assessment for learning (AfL)** opportunities
7. **Plenary**: check, consolidate or challenge

### Always remember:

- The children should be working harder than you
- Use '**Learn to learn**' strategies
- Reinforce/model positive learning **behaviours**
- Revisit **prior learning**
- 'What (subject) looks like at Cavendish Close'
- Always **be prepared** in advance
- **Running marking**
- Use of **technology** to maximise learning

## Rationale for Curriculum Design

Following extensive self-evaluation and an in depth knowledge of the local community, school leaders have a clear rationale for their curriculum design. Following careful analysis of the barriers to learning which include some children having well-being needs, high levels of deprivation and disadvantage, limited social and cultural experiences, restricted vocabulary and poor understanding of social norms.

We aim to provide an excellent education for our children, which develops the highest possible standards. We have an ACE curriculum which has been developed by the academy. Everything children do in our academy is part of this curriculum. The total learning experience is designed to maximise achievement within the National Curriculum and develop skills, attitudes and attainment in the widest sense.

### **A – Aspiration**

### **C – Collaboration**

### **E – Experience**

We aim to:

Provide children with opportunities to engage with the world beyond Chaddesden.

Ensure reading is a priority as we see this as the cornerstone of all learning.

Ensure our children have mathematical fluency and confidence in numeracy.

Give children high aspirations, opportunities to collaborate and a wide range of experiences. (The ACE curriculum)

Increase cultural capital by specifically giving children experiences of authors, artists, music and theatre.

Increase children's knowledge of cultures and those from different faiths and backgrounds.

Provide a broad and balanced curriculum for all year groups which builds progressive skills and knowledge of which the children can base their future learning.

Deliver a curriculum which allows children to commit learning to their long term memory.

Teach a wide range of metacognitive strategies to enable children to understand how they learn.

Ensure there is sufficient depth and coverage in all subjects we teach.

Base our curriculum on pupils' current knowledge and understanding.

Provide opportunities for the children to build character including resilience, perseverance, confidence and tolerance through initiatives such as Forest schools and The Harmony Pledge.

### Implementation

Subject leaders are responsible for implementation within their curriculum area and this continues to be an area of development within the academy. Through continuous professional development, school leaders are ensuring subject leaders have the knowledge, expertise and practical skills to fulfil their role effectively. Leaders role model exemplary subject leadership and provide individual training and coaching where identified. Core subjects have been addressed as a priority and have resulted in improved pupil outcomes. Our primary focus has been ensuring quality first teaching in every lesson of every day. Learning is now good and initiatives to further enhance QFT are being developed.

Schemes of work have been put in place for some subjects to support staff in some areas of the curriculum. Initiatives such as Forest school and the teaching of sport are strengths of the school. The Harmony Pledge has been implemented in October to further strengthen personal development of our pupils.

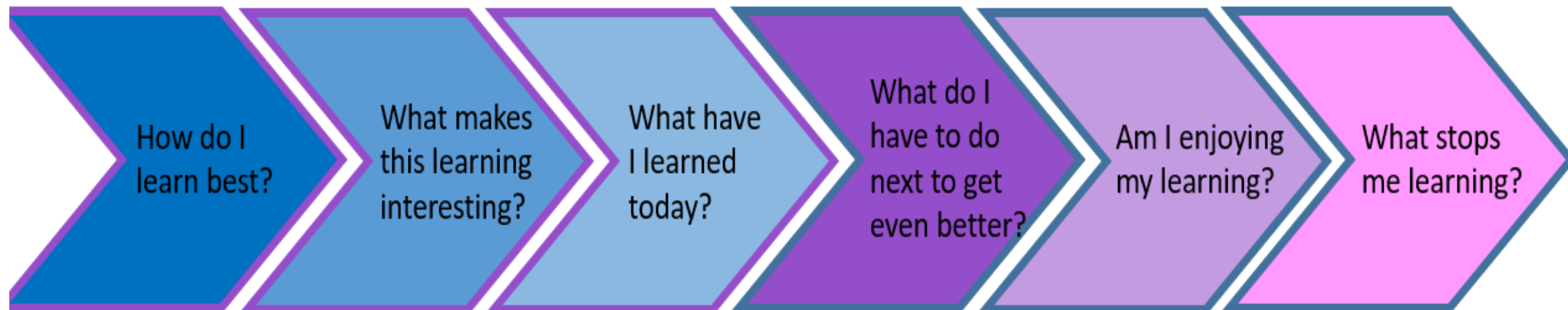
Partnerships have been developed to enable a wide range of enrichment to the curriculum. All year groups experience a singing programme which includes performing and understanding opera. A strong link has been formed with a school in China, resulting in reciprocal visits.

The impact of the changes we have implemented are being regularly monitored.

At Cavendish Close Junior Academy, children are encouraged to be reflective learners who are able to self-regulate and are aware of their strengths and weaknesses. Our curriculum encourages our children to motivate themselves and engage in improving their learning.

During the week, our curriculum provides opportunities for children to reflect on their learning with their peers through discussions around the following questions.

### Looking for Learning Questions



The curriculum is designed to develop pupil's metacognitive knowledge of how they learn and their knowledge of themselves as a learner. By developing these skills, children learn that they can always improve and value learning from their mistakes and that this is part of the learning process.



## Mathematics at Cavendish Close

### Junior Academy

#### Long and Medium Term Planning

The subject leader for maths, together with the teachers review the long term plan for maths to ensure the appropriate coverage and progression is planned for across school. The school follows Maths No Problem as their main text book which supports the coverage and consistency across and between year groups.

The school has a calculations policy which is in line with the models and methods used in Maths No Problem to ensure consistency and progression in the teaching of written calculation methods.

#### Short Term Planning

Planning is completed weekly with a presentation matched to each learning objective which contains key questions. Planning is progressive from one day to the next following small steps of learning to allow all children to move along together. Planning also takes into account prior learning and retrieval practice is incorporated to allow for continuous revision.

Each day is based around a clear learning objective where small steps of learning are planned in to ensure coherence throughout a lesson. Model and images are planned in following the schools calculation policy to support the children's learning. Opportunities are taken to plan in reasoning opportunities throughout the lesson. Guided and independent work is planned in to support the learning of the lesson and allows teachers opportunity to assess learning within the lesson and across a week.

#### Maths environment

Working walls are used to support the children's work in maths. These contain: key vocabulary; models and images to support learning; a summary of the learning journey; key questions; key facts that support learning and reasoning examples. The working walls are added to on a daily basis and children are encouraged to refer to these to support their understanding.

Wherever possible planning follows a CPA approach where concrete resources are integral to the children's learning. These resources are both modelled by teachers and available for the children to access independently to expose the structure of the mathematics and support their reasoning.

The children have an overwhelmingly positive attitude towards maths and are very familiar with the lesson design. They are therefore independent in their learning. Children generally work in mixed ability pairs and there is time given for children to investigate and discuss a problem before it is modelled as a class.

### Lesson design

Lessons are all based around the 5 big ideas of mastery – coherence, fluency, representation and structure, mathematical thinking and variation. Each Maths No Problem lesson is adapted to ensure that the children follow coherent steps in their learning.

Every lesson starts with retrieval practice where the children completed a grid of 4 questions (2 for year 3) that cover learning from previous lessons, weeks and units. These are identified from assessment for learning.

Each lesson follows coherent steps of learning which give children the key skills to support them through the lesson. Each lesson has an 'In Focus' problem where they are encouraged to discuss the maths involved with a mixed ability partner or as part of a group. Children are encouraged to then apply or create methods to solve the problem. Teachers at this stage use key questions to encourage the children's mathematical thinking, make connections between concepts and reason about the mathematics involved.

Each lesson has slides to support the lesson which show blue, pink and green question bubbles. Blue bubbles show key questions, pink provide support and green provide challenge. Slides also contain key vocabulary and stem sentences which support children in vocalising their ideas.

Once children have had time to discuss their ideas about the problem, teachers then model the learning involved through the use of resources and/or strong visual and abstract images which help children to understand the structure of the mathematics. Throughout this guidance children journal their learning and draw key models to support their thinking. These are modelled by the teachers throughout the main part of the lesson. At this stage the children who grasp a concept quickly, are then challenged through additional reasoning opportunities. Teachers are continuously using AFL strategies to identify these children.

Children who are identified as needing support with their learning will then complete the guided practice supported by a teacher or teaching assistant. The other children will complete independent, intelligent practice which shows a variation in the concept. Children who grasp concepts quickly will complete reasoning tasks which deepen their understanding of the mathematics.

Wherever possible teachers will provide feedback within the lesson and address misconceptions through modelling in books. They will use AFL strategies to create fluid guided groups which either support children or deepen their understanding.

## Assessment

Teachers use daily assessment to identify groups of children who need support by completing guided work. Same day intervention is carried out 3 days a week in the middle of a maths lesson where children who have not grasped a concept are carefully guided by their class teacher. Children RAG rate their work during the lesson to support teachers with selecting these children. Assessment for learning strategies are used within the lesson to, wherever possible, identify, support and guide children who need additional support or additional challenge.

At the end of each block of work the children complete a White Rose end of block assessment and this data is used as a summative assessment where progress is tracked. Teachers also use these tests to highlight common questions where children have difficulties and these are then used during the retrieval practice at the beginning of each lesson to address that gap.

In years 3, 4 and 5 children complete end of term assessments at the end of each term to again track progress and attainment over a number of units. Children in Year 6 assess at the end of each half term through the use of previous KS2 assessment tests and use the gap analysis to plan their next phase of work.

# Reading at Cavendish Close Junior Academy

## An overview

At Cavendish Close Junior Academy, our primary aim is to instil, within children, a lifelong love of reading. 'Children, who enjoy reading, read more regularly and therefore improve as readers' (Willingham, 2014). This simple fact sits at the heart of our reading curriculum. Our approach, The ACE curriculum through reading, therefore, balances the need to develop reading comprehension and fluency through explicit instruction and rigorous practice. Alongside this, the need to encourage a deep love of reading is promoted throughout. Our approach to the teaching of reading can be summarised as:

- Developing reading strategies and skills: fluency, accuracy, understanding and quality response to different texts.
- Reading and enjoying a variety of texts from a variety of sources: class reading books, reciprocal reading texts, library books, independent reading books, phonic books and online/screen texts.
- Creating a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.
- Delivering a structured and consistent approach to whole-class reading
- Rigorously monitoring and assessing children's progress in reading and identifying those who require extra support and intervention at an early stage.

Research shows that explicit teaching of reading strategies improve children's comprehension (Rosenshine, 1997; EEF, 2017). Therefore, the reading curriculum prioritises rigorous and explicit instruction in key reading strategies through whole-class reading sessions, where group and paired discussion is encouraged and facilitated and modelled by the teacher. We aim to enhance Cultural Capital through exposure to a wide range of challenging text types and authors across the whole school curriculum.

**Children need to learn to read to be able to read to learn** and that philosophy is at the heart of reading at Cavendish Close Junior Academy.

### References in document:

- Doug Lemov, (2014), Reading Reconsidered
- Rosenshine, (1997), The Case for Explicit, Teacher-led, Cognitive strategy instruction 1
- Education Endowment Foundation (2017), Improving Literacy in Key Stage Two Guidance Report
- Willingham, Daniel T, (2015), Raising kids who read: What parents and teachers can do
- Chambers, Aidan (1997). Tell me: Children, Reading and Talk
- Willingham, Daniel T, (2015), Raising kids who read: What parents and teachers can do



### **The ACE curriculum through reading**

**“A book is a dream you hold in your hands” Neil Gaiman, 2013.**

Reading helps children to aspire by assisting them to work towards long term goals and dreams for their future; it helps them to discover new things by enabling them to educate themselves in any area of life they are interested in and to do their own research and thinking. It is through reading that children learn about new places, people, and events. Reading at Cavendish Close helps build self-confidence and cultural capital through access to a wide variety of texts genres and themes. Our reading approach celebrates achievements and boosts our children’s confidence in reading through the Trust ‘Read, Achieve, Succeed’ initiative. We want all of our children to be the best they can be to be motivated and strive to achieve challenges.

Reading helps children to collaborate with a diverse range of individuals, faiths and cultures through topic based Reciprocal Reading sessions. Through a collaborative approach to whole class reading sessions, children learn how to work with others and develop their teamwork skills. In addition, children are expected to listen to each other, read aloud with respect, respond to questions and listen to others’ points of view with tolerance. Reading experiences expose children to new ideas and beliefs; it helps to make them tolerant and appreciative of other perspectives. It helps to improve communication, both written and spoken, as children are regularly encouraged to share their responses to books. Children working at the stage of early reading, work together to develop their phonics knowledge, skills and understanding in bespoke groupings.

Children have a positive experience of reading as we aim to create an environment where reading is valued, promoted and actively encouraged. Children experience different places to read like the two libraries, the entrance hall reading tree area, class reading corners, playground benches and the outdoor reading chalet. A range of different experiences are planned throughout the year to engage children in reading, such as: World book day events (author visits, drama workshops), 10 books to read by the end of Year 4 and 6 challenge, class reading cafes, inter-class reading challenges for Accelerated Reader and MyOn, weekly reading focus in merit assembly, reading rewards, reading buddies, class readers and book fairs.

**Through all of these, our children are able to become ACE readers.**

## **Whole class Reciprocal Reading**

The focus of all whole-class reading sessions at Cavendish Close Junior Academy is to develop reading comprehension, fluency and independent reading stamina in fiction, non-fiction and poetry. Children take part in four thirty minute whole-class reading sessions per week. The whole class reading sessions are based upon a Reciprocal Reading approach which has been developed to match children's individual needs and abilities. The sessions focus on: Clarification of vocabulary, prediction, questioning and summarising. They give the children an opportunity to widen their vocabulary, talk about their knowledge and understanding and write in response to a text.

It is important that during these sessions, there is a balance of the children: reading independently with accountability, reading in pairs and hearing the teacher read aloud in order to model effective reading with expression and intonation. (The benefits of a mixture of these approaches are clearly outlined in Doug Lemov's 'Reading Reconsidered' (2017) and in a fluency research project by the EEF (2017)).

In order to develop the fluency and speed of their reading, each whole-class reading session begins with a one minute speed read task, with children tracking their progress over a week at a time.

Links between reading, writing and the wider curriculum are exploited so children are reading for both purpose and pleasure. The vocabulary explored and developed within reading lessons will support the children's writing in English lessons and other curriculum subjects.

### **The Whole Class Reading Structure**

This is a guide for teachers at Cavendish Close Junior Academy and is also a brief summary of our approach:

1. All children should be seated in mixed ability groups, where possible, to allow for frequent, paired discussion.
2. The text chosen should provide a clear challenge for members of the class.
3. Teachers should endeavour to expose their children to a range of genres and style, including classical literature, poetry and narrative that reflects/celebrates cultural diversity.
4. All sessions should have a balance of the children reading independently, in pairs and hearing the teacher read aloud.
5. When reading aloud, the teacher should model good use of intonation, movement, volume and expression.
6. A PowerPoint presentation following the Cavendish Close structure should be used to support each lesson. This includes visual prompts to help with the acquisition of vocabulary.
7. When discussing literature, the teacher should model, and expect from children, high quality responses with evidence and explanations provided to support. Therefore, sentence stems should be clearly displayed in order to scaffold these quality responses.
8. Children should work in pairs to complete a one minute 'speed read' each at the start of each session.



## **The Teaching Sequence**

### **Session 1**

The first session focusses on the exploration and acquisition of vocabulary. At least 6 words from the text should be introduced to the children via dual coding (words and visual representation). The children will then use the session to highlight these words in the text and clarify them. This session will include more teacher-talk and modelling of reading with intonation. At the end of this session the children will answer simple retrieval questions based on the text, which are recorded in books.

### **Session 2**

Each subsequent session will start with clarifying the vocabulary learnt during the first session. This might be done within a sentence or by matching the pictures used in the first session to the new vocabulary. Children will then verbally predict and then answer verbal questions about the text e.g. sequencing of events. Children will then answer a range of questions about the text which are recorded in books. The session will end with a summary of the text e.g. verbalise the text in 4 words, what are the main parts or which summary would you agree is accurate?

### **Session 3**

This session begins with children looking at the key vocabulary and clarifying it within a cloze procedure with missing words so that they understand the words in context. Children then re-read the text and make verbal predictions. The rest of the session will focus on looking at questions covering the remaining reading domains including inference. Children will answer these both verbally and in their books dependent on ability.

### **Session 4**

This session begins by clarifying the vocabulary of the week and matching this to synonyms to deepen understanding. Children will then answer quick-fire questions about the text verbally. The majority of this session invites the children to write at length to answer a question e.g. choose 3 words to describe a character and explain why you have chosen them. Children will be expected to give reasons and use ideas from the text to support this. These questions could also cover author intent or a review of the text.

### **Evidence in books**

Each week the children will have a front cover which has the name of the text, the speed read and the vocabulary which will be developed during the week. The work the children have completed during the week will then follow this. This will include the longer written account from the final session.

## Reading Assessment

We use a range of evidence to inform the assessment of reading at Cavendish Close Junior Academy. The simple view of reading (Gough and Tunmer 1986) demonstrates that reading has two basic components: word recognition (decoding) and language comprehension.

Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)

We understand that strong reading comprehension cannot occur unless children can decode expertly; therefore, we prioritise the diagnostic assessment of phonics on entry into year 3. We also recognise the importance of children being taught explicit language comprehension skills in order to be able to fully comprehend texts.

Through our reading curriculum offer, we are able to assess both decoding and language comprehension skills on a regular basis. Using a range of formative and summative assessment information, we are then able to reach informed reading judgements.

Here is a list of the assessment information we use to inform the teaching of reading:

- PiRa termly assessment years 3-5
- Statutory testing with mock papers year 6
- Termly SONAR data input
- Question level analysis from PiRA/SATs papers
- Pupil Progress Meetings – individual pupils, class and year group analysis
- Raising Attainment Plans including a reading focus
- Phonics termly assessments, where applicable
- Formative assessment within reciprocal reading sessions
- Use of Nussy intervention, resources and reports for pupils still accessing phonics
- Written outcomes in reciprocal reading/comprehension marked by staff, self or peer in reading sessions
- Targeted verbal feedback
- Tracking 1:1 reading with parents/ school staff via individual reading diaries
- Termly star reading test/ early star reading test
- Tracking of star reading impact over the year
- Tracking of Accelerated Reader quiz results and engagement
- Tracking of Myon engagement



### **Individual reading progression**

Children at Cavendish Close learn to read using Accelerated Reader (colour labelled books) and Myon (online reading library) systems to find books which are appropriate to their ZPD (Zone of proximal development). This is a range of readability levels from which a child should select books to read. It is a range that is neither too hard nor too easy, within which children can experience optimal growth. All ZPDs are obtained from the STAR Reading test results (an online testing tool). Where children are working at a reading age of less than 6, a diagnostic Star Early Literacy test is used to diagnose areas of strength and need. Each classroom has a wide range of books linking to all ZPD ranges. Once a book is finished, children complete an online quiz to ascertain their comprehension of what has been read. Whole school competitions are used to promote reading for pleasure and for motivation.

### **Individual reading books**

This is a guide for teachers at Cavendish Close Junior Academy and is also a brief summary of our approach:

1. Reading books and diaries should be brought into school on a daily basis.
2. Children should be encouraged to read at home at least three times a week, and have their diary signed by a parent/carer each time.
3. If a child reads three times a week at home, and this is evidenced in their home/school diary, they should celebrate by moving their name up on the class reading chart and receiving a raffle ticket for the half-termly draw (one child per class will receive a book if their name is drawn out of the raffle).
4. It is the teacher's responsibility to keep a record of the number of times each pupil has read each week. Where children are not reading to an adult at home, extra opportunities should be provided in school.
5. A record of ZPD levels should be maintained by the teacher.
6. Each week, one child per class should be named 'Reader of the week;' they should receive a certificate, have their name and/or photograph on the reading display and have the class reading trophy on their desk for a week.
7. Reading books should be changed as soon as possible following completion of the book and quiz.
8. Children should be encouraged to read a range of text genres and supported when doing this where appropriate.
9. An adult in school should hear children in Years 3 and 4 read at least once a week and Years 5 and 6 at least once a fortnight. This may be within a lesson, and it should be recorded in pupil reading diaries using the stamp provided, short date and initials.
10. Children who remain below age-related expectations in reading should be given regular opportunities to read aloud to an adult in school and those working on phonics have a book focused on the relevant sound and phase.

## **Phonics at KS2**

### **Why do we teach phonics at Cavendish Close?**

We recognise that some children at Key Stage 2 may be experiencing difficulty in reading and/or writing because they are not secure in their phonic awareness and understanding. This could be because they have missed or misunderstood a crucial phase of systematic phonics teaching. Research suggests it is particularly helpful for children learning to read from ages 5-7 but should continue to practice if they are finding it difficult.

### **What is phonics?**

Phonics is as a way of teaching children to read and spell skillfully.

They are taught how to recognise the sounds that each individual letter makes, identify the sounds that different combinations of letters make - such as 'sh' or 'oo' and blend these sounds together from left to right to make a word. Children can then use this knowledge to 'de-code' new words that they hear or see.

### **How do we teach phonics?**

At Cavendish Close Junior Academy, we teach phonics through targeted interventions for pupils who have not embedded these vital skills in Key Stage One. We follow the Harmony Trust Phonics Programme.

Children access phonics interventions in a variety of ways:

- Ability group intervention
- 1:1 targeted support
- Marking and feedback
- Accessing activities in continuous provision
- Using Spelling Shed
- Access to online books through MyOn
- Targeted phonetically decodable reading books
- Nussy subscription
- SNIP intervention

Pupils are tracked by teachers using half termly phonics screening checks. This shows progression and attainment for staff and allows them to identify misconceptions and address these for each child.

Children that receive phonics support are issued with a reading book to engage and enthuse them at their stage of phonics. The books are aimed at a high interest level whilst coverage is maintained for the phonics phases.

### **How do we assess and track phonics?**

Children requiring a phonics intervention are identified using Key Stage One data and whether they passed the phonics screening check. Children's current attainment is also taken into account. If children are currently working below their key stage, they are identified for a phonics intervention. Interventions are fluid so staff also consider attainment and progress throughout the year and identify whether children would benefit from a phonics intervention.

### **How is phonics linked to other interventions?**

Along with recognising graphemes and their associated phonemes, children are taught 'tricky' words which cannot be segmented or blended. If assessments identify gaps in the children's recognition of tricky words, other interventions can be embedded to supplement phonics.

Alongside this, we have been using the SNIP programme which aims to increase the spelling and reading of high frequency words. The words are grouped by words which visually look different to each other. It is aimed at pupils in Key Stage 2 who have been exposed to effective phonics teaching but are still struggling.

### **How will phonics be supported by our HTML Strategy?**

School wide, we use Spelling Shed. It is a useful online platform developed by EdShed to deliver our spelling programme. This platform has been built with students, teachers and parents in mind and aims to make spelling fun for children as well as simple for adults to manage. The scheme has been created following key National Curriculum objectives and will take our children through the statutory and non-statutory spelling lists in each age phase.

Pupils in our school have online access to Nessler. The Nessler programme is research-proven and designed to follow the principles of structured, multi-sensory learning.

### **Reading for pleasure**

In addition to children's regular whole-class reading sessions, children have three ten minute 'Reading for pleasure' sessions every week, including one library visit. This is a time when the teacher/TA reads aloud to the class. There is no follow-up task and the sessions are purely focused on children enjoying a text. This is a necessary part of children's education in reading as some children disengage from reading as they grow to associate it with the need to do some form of task or assessment. Teachers also value the need to discuss literature with their classes, as this is vital in developing their love of reading (Chambers 1997).

Children are given daily opportunities at lunchtimes to visit our libraries and outdoor reading chalet as places to go and enjoy reading a book. In these locations, children are encouraged to choose whatever books interest them and to actively monitor their understanding to help decide whether the book is appropriate for them. Star reading test ZPDs (Zones of Proximal Development) are used to assist children in finding suitable books, but they do not; however, need to dictate their reading for pleasure book choices. Our reading champion Teaching Assistant, who is also the librarian, is highly skilled in monitoring book choices and assisting those who need extra guidance.

Each class is named after an author in order to widen children's knowledge of a range of literature, and each classroom includes a dedicated reading corner in which children can sit and enjoy reading for pleasure. Children take part in our scholastic book fairs each year and we hold reading focused activities such as: World book day, Derby city 'Meet the author' event and class author focus afternoon.



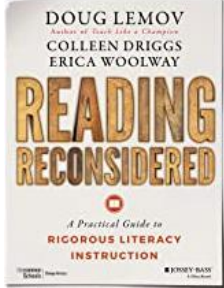
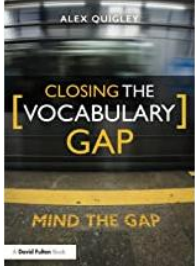
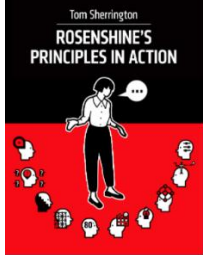
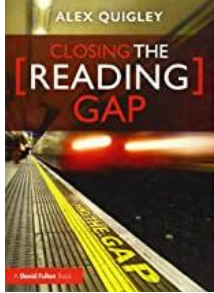


As part of The Harmony Trust, we are part of the Read Achieve Succeed (RAS) initiative. The aim is to raise the profile of reading across the Trust and develop a lifelong love of reading within our children. The initiative also aligned itself with the trust priority to raise the outcomes in reading for all pupils regardless of their need or circumstance. The initiative includes various aspects and activities such as: the pledge to give all children a book of their choice every year and our CEO reading with children once a week for one term each year.

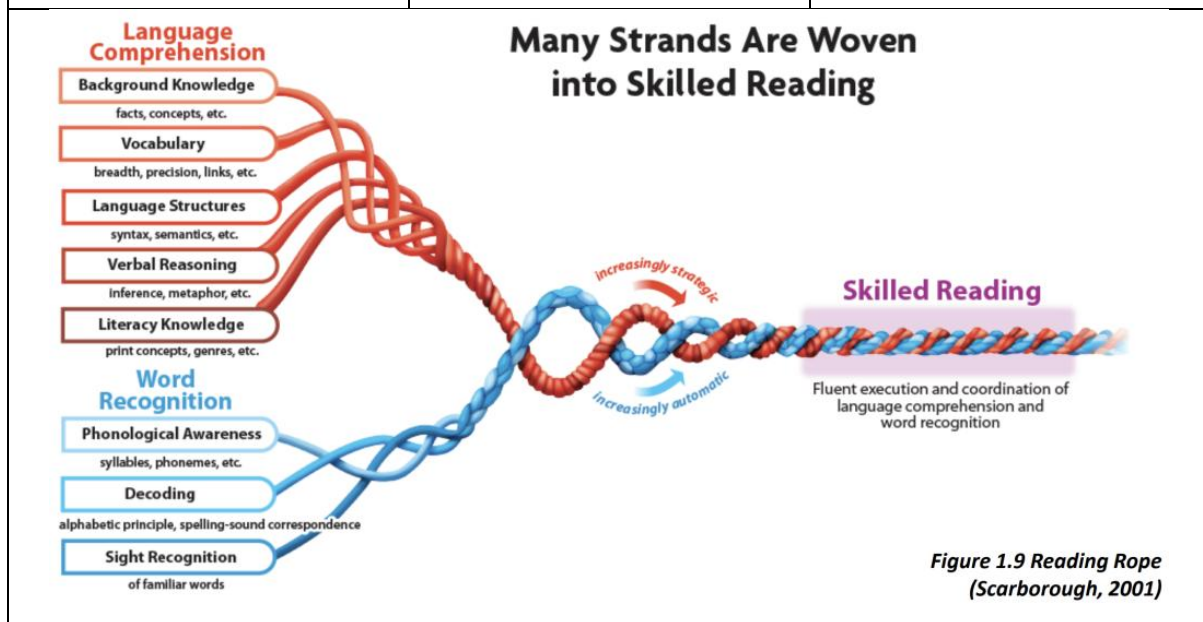
We promote reading for pleasure throughout the school environment. Each classroom has a designated reading corner and reward display and there are many displays to encourage reading for pleasure around the school building, including forward –facing shelves in the corridors.

Finally, we have implemented a '10 books to read by the end of year 4' and '10 books to read by the end of year 6' initiative across Cavendish Close Junior Academy. The main purpose of this is to enhance children's love of reading through a range of age-appropriate texts, including a reward for completing the books which involves a parental visit to assembly. The book lists include a range of text genres and types, as well as introducing children to new authors and cultures. Many of the books selected are recommendations from 'The Centre for Literacy in Primary Education' (CLPE) core books lists.

## How research informs the approach to Reading

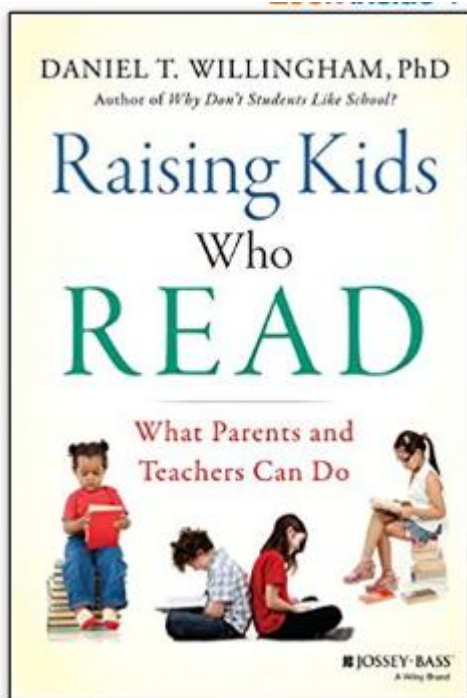
We understand the importance of educational research in informing our approaches to reading at Cavendish Close Junior Academy. Here are some of the research sources we have used.

		
		
		<p>TES</p> <p>The nine essential components of a KS2 reading reading scheme</p> <p><a href="https://www.tes.com/news/9-essential-components-ks2-reading-scheme">https://www.tes.com/news/9-essential-components-ks2-reading-scheme</a></p>



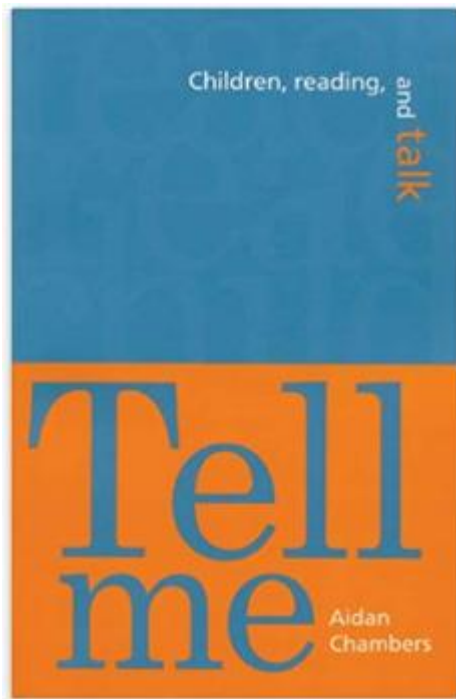


## Raising Kids who Read – Daniel T Willingham, PhD



How parents and educators can teach kids to love reading in the digital age. Everyone agrees that reading is important, but kids today tend to lose interest in reading before adolescence. In *Raising Kids Who Read*, bestselling author and psychology professor Daniel T. Willingham explains this phenomenon and provides practical solutions for engendering a love of reading that lasts into adulthood. Like Willingham's much-lauded previous work, *Why Don't Students Like School?*, this new book combines evidence-based analysis with engaging, insightful recommendations for the future. Intellectually rich argumentation is woven seamlessly with entertaining current cultural references, examples, and steps for taking action to encourage reading. The three key elements for reading enthusiasm decoding, comprehension, and motivation are explained in depth in *Raising Kids Who Read*. Teachers and parents alike will appreciate the practical orientation toward supporting these three elements from birth through adolescence. Most books on the topic focus on early childhood, but Willingham understands that kids' needs change as they grow older, and the science-based approach in *Raising Kids Who Read* applies to kids of all ages. \* A practical perspective on teaching reading from bestselling author and K-12 education expert Daniel T. Willingham \* Research-based, concrete suggestions to aid teachers and parents in promoting reading as a hobby \* Age-specific tips for developing decoding ability, comprehension, and motivation in kids from birth through adolescence \* Information on helping kids with dyslexia and encouraging reading in the digital age Debunking the myths about reading education, *Raising Kids Who Read* will empower you to share the joy of reading with kids from preschool through high school.

**Chambers, Aidan (1997). Tell me: Children, Reading and Talk**



There is a correlation between the richness of the reading environment in which readers live and the richness of their talk about what they've read.

In any group of children we find that if they begin by sharing their most obvious observations they soon accumulate a body of understanding that reveals the heart of a text and its meaning(s) for them all.

Talking about a book helps a child find the heart of a story, make sense of a string of facts, and understand complicated ideas. Aidan Chambers proposes an approach for discussing books so children learn to talk well about what they've read. Indeed, not only talk well, but listen well. And not just about books, but about other things. For the Tell me approach ultimately helps children learn to clarify ideas for themselves and to communicate with others. It is, in short, a basic step in applying knowledge and articulating meaning.

*Tell Me* offers practical information about book talking in the classroom, explaining some of the processes and outlining the ground rules developed by teachers and others who work with children and books. From their experience he has formulated a Framework, a repertoire of questions that assist readers in speaking out their reading.

*Tell Me* is companion to *The Reading Environment*."



## Contextualised



## Comprehension

Children receive a one hour contextualised comprehension lesson during each three-week English unit at Cavendish Close Junior Academy. During these sessions, teachers focus on:

- Development of key comprehension strategies through knowledge of the reading domains
- Development of understanding of a specific text type
- Development of writing quality responses to literature
- Development of fluency

Teachers should select an excellent example of text (based within the genre they are studying) for the children to comprehend, and they should take time to comprehend the text through pre-prepared, high quality questions based upon the eight reading domains:

- Give/explain the meaning of words in context
- Retrieve and record information/identify key details from fiction and non-fiction
- Summarise main ideas from more than one paragraph
- Make inferences from the text/explain and justify inferences with evidence from the text
- Predict what might happen from details stated and implied
- Identify/explain how information/narrative content is related and contributes to meaning as a whole
- Identify/explain how meaning is enhanced through choice of words and phrases
- Make comparisons within the text

Children's responses should be recorded in their English books.



## **What do History and Geography lessons at Cavendish Close Junior Academy look like?**

Expected pupils **outcomes** for each unit of work will include the following:

- Front cover at start of every topic including: I wonder, key outcomes, key vocabulary, the big question (share and complete 'I wonder' in lesson 1)
- Pre-learning and post learning task sheet following front cover. Children self-assess using smiley, neutral and sad faces (first lesson and final lesson)
- Date and Learning objective (underlined) all lessons
- At least 2 Quadrant grids per unit: These should include (History example): previous year group (History); previous term (Geography); previous week (History) and last lesson (History).
- At least two examples of low stakes quizzing per unit, to recap main knowledge skills and concepts with long term memory retention in mind. (Mini quizzes, kahoot quiz etc...).
- At least two 'Thinkers' keys per unit with a written response from children
- At least one extended writing opportunity per unit with differentiated structure strips related to English and History/Geography.
- At least one single/double page spread per unit (Y5 & Y6 expectation is double).
- At least one knowledge/graphic organiser per unit (Year 3: Single Bubble, Year 4: Double Bubble, Year 5: Flow Chart/Multi-Flow Chart, Year 6: Brace Chart)
- Post learning task to be completed and self-assessed in final lesson on the other half of the original sheet.
- Remember to utilise the iPads as a tool for learning

**Displays** will include the following:

- The Big Question
- Key vocabulary
- Key concepts (see concepts document on website under curriculum tab)
- Questions based on the unit of work that children will answer throughout the unit

**Proformas to be provided:** Pre/post learning, Quadrant grids, Thinkers' keys

## The Harmony Pledge

The Harmony Trust Pledge is our commitment to giving all our pupils the best education. Our pupils deserve an education that involves many and different opportunities to develop their skills and learning. Meeting each of the 10 points of The Harmony Pledge will not only broaden their experiences and aspirations, but will enable them to become a lifelong learner where they can always BELIEVE, ACHIEVE and SUCCEED no matter what they choose to do later in life.

The Harmony Pledge is a 10 point pledge that we expect every pupil to achieve by the time they reach the age of 11. Some of them we hope they will achieve more than once.

The 10 points of the Harmony Pledge are:

1. Be safe, healthy and happy
2. Be a fundraiser
3. Be a performer
4. Be an eco-warrior
5. Be respectful
6. Be a volunteer
7. Be democratic
8. Be an adventurer
9. Be an expert learner
10. Be workwise



As pupils engage and participate in The Harmony Pledge, they will also develop some character competencies that will enable them to tackle any problem or situation that arises in their education and life. The Harmony Pledge will help them in developing and being:

- Aspirational
- Confident
- Resilient
- Tolerant
- Creative
- Communicator
- Motivational
- Co-operative
- Problem Solver
- Honest

All of these attributes will help them to be an outstanding character. These character competencies will be delivered and modelled explicitly by all staff through tailored and appropriate activities and experiences. There is a continuum of competencies which outline a set of expectations that develop in maturity as each pupil progresses through school. They are a guidance for staff as to what to expect within each competence and supports in developing a recognition and clear vision of required skills and understanding required by our pupils.

Each child will have their own pledge booklet where they will record how they have met each of the 10 point pledges and also to take time to reflect and evaluate on their experience.



## Behaviour at Cavendish Close Junior Academy



All children begin every day with their names on the smiley star.



Strategies used to remind child to follow the academy rules. (e.g. praise positive examples you see, highlight choices, give a private reminder).



Child's name is moved onto the rocket, which is inside the cupboard door.



Child's name is moved on to the planet. Child to complete 5 minutes reflection time with an adult at the next break/lunch.



Child's name is moved on to the moon. The child must attend seclusion with SLT at the next available lunchtime and reflect upon behaviour.

If a child's name is on the moon regularly, a meeting with the child, parents, class teacher and SLT.

For serious incidents/ persistent behaviour, child to be seen by a member of SLT, who will decide on the appropriate next steps.



Be Safe



Be Respectful



Be Engaged



## SEND Graduated response flowchart

Parent/Guardian or Teacher identifies SEND concerns relating to the four area of need. Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical.

Teacher to identify and implement strategies consistently in class using *'The Harmony trust SEND Guidance' & 'Whole school provision Map Offer'*

Teacher to complete *Concern Referral for SEND monitoring*. Including what consistent strategies have been put into place.

SENCO to meet with teacher to discuss child and complete a *Concern questionnaire for SEN monitoring* together.

Carry out an *Observation* if needed and provide *strategies* to use.

Child may be added to the *monitoring register* or they will be added to the *SEND register* (this decision will be made by the SENCO and individual plan will be implemented).

Parents to sign *Parental agreement* and *OA* if added to register

Strategies advised are implemented by class teacher then reviewed.  
Timescale - half term (monitoring register) Termly (SEND register)

### Improvement

Meet with SENCO. Taken off monitoring/SEND register

No Improvement (if child is on monitoring list) class teacher to meet with the SENCO.  
Added to the SEND register  
*[Targeted support - this maybe group or 1:1 support]*

### SEND Criteria

- Outside agency referral or involvement within the past 12 months
- SEND Diagnosis
- Progress—2 years behind ARE (C&L)

Implement the Graduated Response - Assess, Plan do Review cycle - Child will have an individual plan with SMART targets and planned interventions. Reviewed on termly basis.

### Improvement

Meet with SENCO. Taken off SEND register

### No Improvement

### Referral to Outside Agencies

#### Specialist support - Outside agency involvement

In collaboration, the SENCO and teacher will complete *specific outside agencies referral*.

Parents to sign *Parental agreement* on forms from OA.

Outside agency observation/ Consultation.

Report from outside agency and summary from SENCO given to class teacher to implement recommendation.

### Improvement

Meet with SENCO. Moved to Targeted support or removed from SEND register.

### No Improvement

Information is gathered and an application made for an Education & Health Care Plan.  
There **must** be evidence of at least two full cycles of APDR, including all QFT measures taken as a minimum. Evidence that external advice/recommendations have been implemented. There is no guarantee that an EHCP will be granted.

## Communication and Interaction

Quality first teaching	Targeted support (group/ 1:1)	Specialist support (1:1)
<ul style="list-style-type: none"> <li>Children have carpet /table places.</li> <li>Clear structures and routines.</li> <li>Use of Talk Partners.</li> <li>Visual Displays to support learning (VCOP)</li> <li>Constant use of visual aids and prompts</li> <li>Talking postcards and talking tins</li> <li>Colourful Semantics activities</li> <li>Staff use communication keyrings</li> <li>Labelled resources</li> <li>Teachers model standard English and extended vocabulary</li> <li>Hierarchy of questions – open questions then re-framed with alternatives</li> <li>Thinking time for processing information</li> <li>Simple verbal instructions</li> <li>Clarification of instructions</li> <li>Symbols to support spoken language and text</li> <li>School council</li> <li>Personalised homework</li> <li>Opportunity to rehearse sentences before speaking</li> <li>Emotion cards</li> <li>Speakwell</li> </ul>	<ul style="list-style-type: none"> <li>Pre-teaching key vocabulary</li> <li>Time with supportive adult to talk through difficult situations</li> <li>Now and Next board</li> <li>Personalised timetable</li> <li>Additional support from learning mentor</li> <li>Home school diary</li> <li>Specific Ipad APPs related to COM &amp; IN</li> <li>Use of Social stories</li> <li>Speech link assessment/follow up work from SALT.</li> <li>Non-verbal communication intervention (PECS)</li> <li></li> </ul> <p><u>Specific group interventions:</u></p> <ul style="list-style-type: none"> <li>Lunchtime/social time nurture</li> <li>Social skills (social stories, games, activities)</li> <li>Colourful semantics</li> <li>Additional phonics 1-1 / small group support</li> <li>LEGO Therapy</li> </ul>	<p><u>Support, guidance and target setting from outside agencies:</u></p> <ul style="list-style-type: none"> <li>Speech and Language Therapist</li> <li>Educational/ Clinical Psychologist</li> <li>Outreach Services</li> <li>Paediatrician</li> <li>ASD team</li> </ul> <p>Referrals to external agencies</p> <ul style="list-style-type: none"> <li>Social communication skills group</li> </ul> <p><u>Specific 1:1's Interventions:</u></p> <ul style="list-style-type: none"> <li>Speech and language therapy</li> <li>Other intense language support.</li> <li>Colourful semantics</li> <li>Intensive interaction</li> <li>PECS</li> <li>Colourful semantics</li> </ul>

## Cognition and learning

<u>Quality first teaching</u>	<u>Targeted support (group/ 1:1)</u>	<u>Specialist support (1:1)</u>
<p>Small group adult led and independent learning</p> <p>Scaffolded work</p> <p>Clear differentiated tasks</p> <p>Coloured overlays</p> <p>Practical/Concrete resources</p> <p>Explicitly modelled examples</p> <p>Visual success criteria</p> <p>Daily reading /Daily arithmetic/Daily phonics</p> <p>Visual resources</p> <p>Word mat/ Sound mats</p> <p>Reading buddies</p> <p>Write checklists on the board</p> <p>Frequent brain breaks</p> <p>Pre teaching of specific vocabulary</p> <p>Timers</p> <p>Learning tasks broken into smaller chunks</p> <p>Sentence openers</p> <p>Individual targets/group targets</p> <p>Vocabulary notebooks</p> <p>Maths practical guides</p> <p>Personalised home learning</p> <p>Longer response time</p>	<p>Differentiated small group work linked to whole class teaching.</p> <p>Personalised workstation</p> <p>Nessy – Reading &amp; spelling targeted support</p> <p>Pre/ Post teaching – Maths/English</p> <p><u>Specific Group Interventions and explicit teaching of:</u></p> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Literacy (Reading, comprehension, spelling)</li> <li>• Precision Teaching</li> <li>• </li> </ul> <p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>• Numbers Count</li> <li>• Number identification</li> <li>• Oral Counting</li> <li>• Value/ computation</li> <li>• Object Counting</li> <li>• Language</li> </ul> <p><b>Basic cognitive and executive functioning skills</b></p> <p>Interventions to help re-enforce and teaching strategies to support the following skills:</p> <ul style="list-style-type: none"> <li>• Working memory (visual and auditory)</li> <li>• Organisation and planning</li> <li>• Processing</li> <li>• Metacognition</li> </ul>	<p>Specific I-Pads/laptop related to C and L</p> <p>Specific 1:1 interventions/ targeted work</p> <p>Adaptions for children with ADHD – fiddle toy, timer, panned reward system, shortened task</p> <p>Adaptions for children with Dyslexia – large print, clear font, scaffolded writing frames, chunk instructions, alternative methods for recording.</p> <p>Adaptions for children with dyspraxia or motor coordination difficulties – box under seat, specialist equipment, writing slope, larger lined paper, special pencils or grips.</p> <p><u>External support:</u></p> <ul style="list-style-type: none"> <li>• EP support</li> <li>• Health team</li> <li>• Dyslexia screening</li> <li>• Community Paediatrician referral</li> <li>• Support from advisory teachers – VI for e.g.</li> <li>• SALT support</li> </ul>



## Social Emotional Mental Health

Quality first teaching	Targeted support (group/ 1:1)	Specialist support (1:1)
<p>Clear and consistent boundaries Positive reinforcement and praise Positive reward systems – whole school approach Consequence map/ personalised goal setting/ reward charts Behaviour charts Celebration assemblies Teaching of calming strategies and mindfulness Jigsaw PHSE scheme Opportunities for team building Displays show strategies for resilience and growth mindset – link to PHSE Adaptions to class layout Emotions cards Structured class routines Well-being ambassadors. Worry box/Opportunities to share concerns/worries Specific behaviour skills taught Time spent nurturing good relationships Strategies for independent working taught and modelled Buddy system Agreed visual symbol when pupil distressed or not coping Music Personalised work station or equipment</p>	<p>Behaviour plan Home school diary Lunchtime support Visual prompts Agreed areas for timeout/break out area Arranged times to speak to key adults Low key tasks given with increased structure and predictability when needed Incredible 5-point scale</p> <p><u>Specific group interventions:</u></p> <ul style="list-style-type: none"> <li>• Turn taking</li> <li>• Building resilience</li> <li>• Social skills (social stories, games, activities)</li> <li>• Mentoring</li> <li>• Lego therapy</li> <li>• Social &amp; friendship skills</li> <li>• Mindfulness</li> <li>• Behaviour workshops</li> </ul>	<p>Boxall profile Family support/ TAF Risk assessment, care or support plan Specific iPad APPs related to SEMH</p> <p><u>Specific 1:1 Interventions:</u></p> <ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Lego therapy</li> <li>• Social skills (social stories, games, activities)</li> <li>• Speech bubbles</li> <li>• Emotional Literacy</li> <li>• Anger</li> <li>• Anxiety</li> <li>• Emotional Awareness</li> <li>• Managing Emotions</li> <li>• Bereavement</li> <li>• Self Esteem</li> </ul> <p><u>Support, guidance, referral and target setting from outside agencies:</u></p> <ul style="list-style-type: none"> <li>• Healthy Young Minds</li> <li>• Educational Psychologist</li> <li>• SEMH team</li> <li>• CAHMS</li> <li>• Building sound minds</li> <li>• School nurse</li> </ul>

<b>Sensory and/or Physical</b>		
<b>Quality first teaching</b>	<b>Targeted support (group/ 1:1)</b>	<b>Specialist support (1:1)</b>
<p>Differentiated, practical, Multi-Sensory approach to teaching. Create a calm and comfortable environment and minimise distractions Classroom set up facilities where all can see and hear the teacher. Appropriate seating Visual resources Ear defenders Writing slopes Pencil grips Sensory resources - Fidget cube/stress balls/chair bands/wobble cushions Jump start Jonny Large print resources. Magnifying glasses, computers, iPad Microphone- hearing impairment support</p>	<p>Support for intimate care Access to Sensory room/area</p> <p>Adaptions for visual impairment – pre-teaching, enlarged print/larger books, specific technology and equipment</p> <p><u>Specific 1:1/Group Interventions:</u> <b>Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Fine motor activities</li> <li>• Handwriting practice sessions</li> <li>• Keyboard skills sessions</li> <li>• Physical literacy</li> </ul> <p><b>Sensory</b></p> <ul style="list-style-type: none"> <li>• Sensory diet and/or sessions to support a student's sensory needs</li> <li>• Visualisation, mindfulness or yoga sessions</li> </ul>	<p>Specific Life skills activities Toilet training support – visuals and routine</p> <p><u>Specific 1:1 Interventions:</u></p> <ul style="list-style-type: none"> <li>• Fine motor activities</li> <li>• Gross motor activities</li> <li>• Specific iPad APPs related to SEN &amp; PHY</li> <li>• Sensory breaks and sensory circuits</li> </ul> <p><u>Support, guidance, referral and target setting from outside agencies:</u></p> <ul style="list-style-type: none"> <li>• Occupational Therapist</li> <li>• SALT</li> <li>• Physiotherapy</li> <li>• community nurse</li> </ul>



## Additional provision

<b><u>Quality first teaching</u></b>	<b><u>Targeted support (group/ 1:1)</u></b>	<b><u>Specialist support (1:1)</u></b>
<ul style="list-style-type: none"> <li>• Use of Non-negotiables identified in the Harmony Trust SEND Guidance.</li> <li>• Extended play time to develop play skills</li> <li>• Extended lunch time with class teacher support within the dining hall</li> <li>• After school clubs</li> <li>• Frequent feedback to parents</li> <li>• Parents evening</li> <li>• First hand experiences, trips and visitors</li> <li>• Family Group Time.</li> <li>• Assess to breakfast club</li> <li>• Displays are clutter free with simple visuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention Groups</li> <li>• Parental involvement regarding area of need</li> <li>• Access to SEND toolkit for area of need</li> <li>• Advice from SENCo</li> <li>• SEND Lead involvement, support and advice</li> <li>• Personal centred review meetings</li> <li>• Group meet and greet in the mornings</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 SEN support time is clearly timetabled with relevant TA support.</li> <li>• Strategies to promote independence</li> <li>• SMART IP targets using outside agency involvement (where relevant) with clear time identified on timetable.</li> <li>• Accessing assessment continuum to support curriculum</li> <li>• Parental involvement regarding area of need</li> <li>• Access to SEND toolkit for area of need</li> <li>• 1:1 intervention</li> <li>• Regular review meetings with parents during parents evening</li> <li>• Personalised curriculum</li> <li>• Additional support at lunchtime and playtimes</li> <li>• Enhanced SEND Lead involvement, support and advice</li> <li>• EHCP outcomes</li> <li>• Enhanced SEND teacher involvement</li> <li>• Key children clearly named on plans.</li> <li>• Planned structured transition</li> <li>• Parent Voice</li> <li>• Person centred review meetings</li> <li>• Annual review meetings</li> <li>• Access to SEN Class (If applicable)</li> <li>• Individual meet and greet in the mornings</li> <li>• PEEP in place for emergency evacuations</li> </ul>

## Cavendish Close Junior Academy

### Restorative Script



Child name	Adult name	Class	Date

What happened?

What were you thinking and feeling at the time?

Which expectation were you unable to display?

How did this make people feel?

Who was affected by your actions and how?

What should we do to put things right?

How can we do things differently in the future?