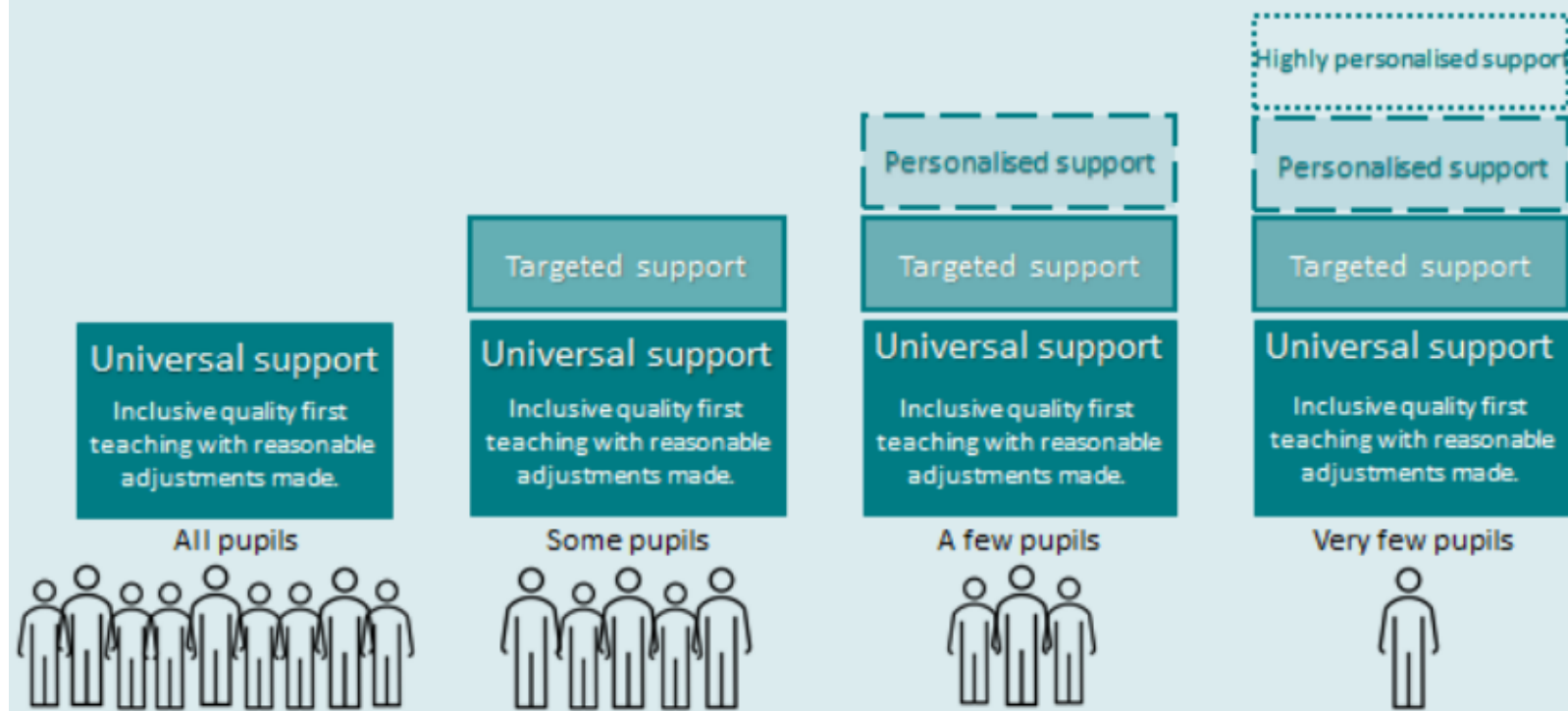




Russell Street School

Provision Map 2021/22

The Graduated Approach



WHOLE SCHOOL QUALITY FIRST TEACHING APPROACHES

Restorative approaches are used to promote positive relationships and climate for learning	<ul style="list-style-type: none"> ○ Positive language role modelled. ○ Community building through daily 'check ins' and collective rewards ○ 'Colour monster' resources are used for children to reflect on their own emotions and how others may feel. ○ Emotion coaching strategies modeled and taught across school through everyday conversation and 'Jigsaw' and 'ISafe' curriculum. <p>Find out – Effects – Responsibility 'Fix It'.</p>
Children learn through a cross-curricular approach. National / EYFS Curriculum are the framework for curricular planning	<ul style="list-style-type: none"> ○ Skills learnt in the core subjects applied throughout the Foundation subjects. ICT used across the curriculum. High quality displays reflecting the cross-curricular approach. ○ Skills and knowledge mapped across the curriculum to: ensure coverage, links made, learning is reinforced, broad and balanced
Every child has quality reading experiences everyday.	<ul style="list-style-type: none"> ○ 'Books Talk' used through Key Stage 1 and Reception ○ Read Write Inc. Phonics Approach through school ○ High quality reading schemes and resources used in each classroom. Appropriate texts chosen for each topic and are shared across ages and stages.
Pupils' learning is tracked using the Assessing Pupils' Progress model in KS1 and using the EYFSP Development Matters.	<ul style="list-style-type: none"> ○ Core subjects are tracked each term ○ Data used to inform teachers' planning ○ Data used to moderate teachers' judgments ○ Children with personalised learning plans have specific targets tracked separately and intervention planning, resources and interventions modified in response accordingly.
Clear learning objectives for each lesson are set and learning is built upon systematically	<ul style="list-style-type: none"> ○ 'Maths Mastery' approach used throughout school ○ Links made between lessons and knowledge and skills taught represented throughout the school through high quality corridor and classroom displays, for example 'Knowledge Organisers'.
Curriculum planning differentiated for SEN, More Able and EAL.	<ul style="list-style-type: none"> ○ Differentiated questioning, activities, resources and adult support ○ Mastery approach – key skills and knowledge assessed, reinforced to ensure children keep up

'Assessment for Learning' used to inform future planning.	<ul style="list-style-type: none"> ○ Peer and self-assessment, use of effective questioning techniques, quality talk – Think, Pair, Share, Adult/teacher modelling. Formative Assessment for learning used each lesson ○ Sandwell Maths Test, Specialist Reading assessments, phonics screenings used summative to identify need and provision ○ First Assess Communication Tool (FACT) and FACT + used to assess communication and interaction difficulties to identify challenges and strengths, track and problem solve ○ Boxall profile used to assess social emotional and mental health to identify challenges and strengths, track and problem solve ○ Utilising assessments and work of professionals in school, such as teacher of the deaf, the visual impairment team, speech and language therapists and educational psychologists.
'Assessment for Learning' aids children to learn about learning.	<ul style="list-style-type: none"> ○ Peer and self-assessment, use of effective questioning techniques, quality talk – Think, Pair, Share, Adult/teacher modelling ○ Growth mindset language used and displayed across school ○ Utilising Barak Rosenshine's 'Principles of Instruction'.
Support and additional adults are used effectively to support teaching and learning.	<ul style="list-style-type: none"> ○ All support staff have copies of plans and timetables. Staff are aware of personalized learning plans and are involved in target setting when appropriate. ○ Support staff use assessments to inform their practice. Teachers ensure that interventions understood and that assessment used to measure their effectiveness. TAs supported by specialist staff and training is regularly used to respond to challenges and needs of children, for example Social Emotional and Mental Health/ Attachment training, ELKLAN training and ASD training.
Teaching and learning are interactive.	<ul style="list-style-type: none"> ○ Smart boards used interactively ○ Activities planned to be hands-on and to represent real-life contexts ○ Outdoors & other environments used when appropriate ○ Speaking and listening activities are included across the curriculum ○ Visual timetables displayed in every classroom ○ AfL techniques promote pupil engagement, for example the use of concrete resources in the teaching of new math concepts and making links to previous learning.
Talk supports learning across the curriculum	<ul style="list-style-type: none"> ○ Emphasis placed upon speaking and listening ○ Learning partners / TPS used across the curriculum

	<ul style="list-style-type: none"> ○ Practical activities planned in both English and Mathematics lessons
The school provides a caring and nurturing atmosphere.	<ul style="list-style-type: none"> ○ All staff use Leuven Scales to measure well-being and involvement. They adjust planning and routines as appropriate ○ Daily check in in each class ○ The teachers are available to take messages and consult with parents, for example using the Year Group Email Inbox ○ Positive relationships fostered between staff and pupils ○ All children are warmly welcomed into their classroom in the mornings ○ A safe and secure atmosphere established ○ Daily class routines displayed on visual timetables. Any deviations explained and discussed with the children at the start of the day ○ Lunchtimes organised to ensure high levels of well-being ○ In EYFS, there is continuous provision across lunch ○ Playground equipment and Trim Trail outside of school encourages physical activity ○ Playground equipment to encourage physical activity and interaction
Inclusive	<ul style="list-style-type: none"> ○ See comprehensive inclusion policy, information report and supporting pupils with medical conditions policy ○ Visual timetables in every classroom. Individual workstations and safe spaces where required ○ Practical equipment / models to support learning ○ Sound proofing, integrated receiver ○ ICT support (Clicker) ○ Support from outside agencies, such as the Teacher of the Deaf, Speech & language Therapy Services and Inclusion and Interaction Team ○ School offers training and learning opportunities for parents virtually and in school, for example 'Managing Children's' Anxiety' and 'Parenting Children with Social Communication Difficulties' ○ Working closely with the Inclusion and Intervention Team for support, target setting, assessment and provision planning ○ Working with outside agencies to include children in mainstream education in an environment where they can achieve and grow, such as the occupational therapy team ○ Continuous provision in school is facilitated in corridor activities which promote wellbeing, sensory feedback and motor skills development

Transition programmes implemented to ensure smooth move between year groups, key stages and schools.	<ul style="list-style-type: none"> ○ Induction into nursery and reception ○ Transition between Reception and Year 1 and Year 1 and Year 2 programmes, including class swaps Parent interviews held at the end of the year in readiness for transition to the new class ○ Transition from Year 2 to transition schools – assemblies, visits to performance dress rehearsals, use of field, visits
Social, Emotional, Aspects of Learning enables children's social and emotional learning.	<ul style="list-style-type: none"> ○ 'Value's curriculum – a 'value' a half term, with a weekly whole-class lesson, and themed assembly ○ Jigsaw and ISafe curriculum used ○ 'Growth mindset' language and display ○ Restorative approaches to behaviour ○ Interventions promote social and emotional aspects of learning, such as Lego Therapy and Draw and Talk
Ensuring children's basic physical needs met in order that they can learn.	<ul style="list-style-type: none"> ○ Active breaks, access to water bottles, fruit snack, comfortable working environment ○ COVID- 19 Procedures in place ○ Regular hand washing and lessons on importance of personal hygiene ○ Where appropriate, children have access to sensory breaks
All children are encouraged to be active and understand how this keeps them healthy.	<ul style="list-style-type: none"> ○ Outdoor learning: Forest Schools, Parks Trust, access to toys and equipment to encourage activity at play times ○ PE lessons planned using National Curriculum, sports activity at lunchtimes & clubs after school ○ Healthy Schools Week, plus one topic per year with a 'healthy' emphasis taught ○ Wide range of outdoor apparatus supported by Sports Premium
The school provides a safe environment for its pupils and staff.	<ul style="list-style-type: none"> ○ Health and Safety Officer regularly checks site for potential hazards ○ Magnetic Door locks secured around school ○ Fire Drill and Lock down Procedures rehearsed
Behaviour Policy represented and followed in all classes, including Restorative Approaches.	<ul style="list-style-type: none"> ○ Children aware of potential positive and negative consequences of their actions. Reminder and 'Thinking Time' ○ Children know how to solve their own problems – supported through circles, Jigsaw. Isafe curriculum, modelling of restorative approaches, whole school visuals ○ Jigsaw class charters displayed in each classroom ○ House point system used and displayed in school

<p>Good behaviour rewarded.</p>	<ul style="list-style-type: none"> ○ Good behavior praised and referred to as a positive example ○ Each class can earn a reward for ticks on their reward chart and earn a class reward ○ House point system in school
<p>The school provides an atmosphere in which children can grow to be independent learners.</p>	<ul style="list-style-type: none"> ○ Resources are well organised and accessible ○ Resources for children to use labelled for children to access ○ Visual representations used to explain and consolidate understanding of learning concepts
<p>Children are encouraged to share their achievements with their peers.</p>	<ul style="list-style-type: none"> ○ Daily Circle Time, including 'All about Me' sessions ○ Weekly 'Values in Action' reflection assembly and 'Wow' worker of the week is celebrated ○ 'Jigsaw' Teaching scheme used
<p>The school places emphasis on its links with the community and local events.</p>	<ul style="list-style-type: none"> ○ Walks in the local area ○ Local topics ○ Visitors from the community to talk about themes relating to topics ○ Stony in Bloom, visits from local artists, library visits and display ○ International Schools Award work ○ Visits into the school community ○ Forest School

EYFS INTERVENTIONS			
INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	EXPECTED OUTCOMES
Social, Emotional and Mental Health Draw and Talk Intervention	1:1	20 minutes 1x a week (Frequency adjusted as necessary)	Children more able to regulate their behaviour and emotions, better able to access an academic curriculum and most importantly have higher levels of self-esteem. Measured through formative assessment and qualitative observations.
Social, Emotional and Mental Health PALS Social Interaction Support Intervention	1:3	20 minutes 1x per week	Children reducing certain negative behaviours and increasing positive, social interactions. Increased empathy and children's ability to identify feelings and emotions in themselves and other.
Speaking and Listening School Start Sound Awareness Intervention	1:3	5 minutes 5 x per week	Increased phonological sounds awareness.
Speaking and Listening LIPS Vocabulary Development Intervention	1:4	20 minutes 3x per week	Early intervention to Increase awareness of phonemes and syllables in words. Increase vocabulary retention and use.
Motor Skills Teodorescu Perceptuo-Motor Programme	1:3	5 minutes everyday	Improve pencil control and letter formations.
Language Nuffield Early Language Intervention (NELI)	1:3 to 1:6	30 minutes daily for 20 week programme	Evidence based intervention adapted from approaches frequently used by speech and language therapists and developed NELI as a resource for pupils in Reception class with weak oral language skills. Outcomes are measured through assessment of phonological skills and language developments.

KS1 INTERVENTIONS			
INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	EXPECTED OUTCOMES
Phonics/ Reading RWI 1 to 1 and small groups intervention	1:1 to 1:3	20 minutes everyday	<ul style="list-style-type: none"> ○ Systematic approach to increased awareness of phoneme/ grapheme correspondence, fluency in reading and comprehension. ○ Increased ability to decode unknown words and recognise words that challenging to decode to increase fluency and confidence ○ Measured with rigorous RWI assessment framework
Maths Numbers Counts Intervention	1:1 to 1:5	30 minutes everyday	<ul style="list-style-type: none"> ○ After a detailed diagnostic assessment, the teacher plans a programme which matches the needs and areas for development of the child. Rigorous, active lessons focus on number and calculation, helping learners to develop skills and attitudes that will ensure good progress in class lessons. These lessons are based on classroom learning.
Speaking and Listening ELKLAN Intervention	1:1	30 minutes 3x per week	<ul style="list-style-type: none"> ○ Improved speech sounds awareness and production ○ Increased information and grammar usage in oral production ○ Increased language development
ICT Clicker Support Intervention	1:1	30 minutes 2x per week	<ul style="list-style-type: none"> ○ Increased confidence and ability in using different aspects of Clicker 7 software, including word processing. Also, utilising Clicker software to promote engagement and confidence in writing.
Social, Emotional and Mental Health Draw and Talk Intervention	1:1	20 minutes 1x per week (Frequency adjusted as necessary)	<ul style="list-style-type: none"> ○ Children more able to regulate their behaviour and emotions, better able to access an academic curriculum and most importantly have higher levels of self-esteem. Measured through formative assessment and qualitative observations
Social, Emotional and Mental Health Protective Behaviours Intervention	1:2	15 minutes 1x per week	<ul style="list-style-type: none"> ○ Increased recognition of inter-relationship between feelings, thoughts and behaviour. To understand importance in helping people feel safe. Also, to understand what 'Feeling Safe' is and the recognition of early warning signs

Social, Emotional and Mental Health Lego Therapy Intervention	1:1	20 minutes 1x per week (Frequency adjusted as necessary)	<ul style="list-style-type: none"> ○ Children more able to regulate their behaviour and emotions, better able to access an academic curriculum and most importantly have higher levels of self-esteem. Measured through formative assessment and qualitative observations
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