



Russell Street School

Provision Map

2025/26



WHOLE SCHOOL UNIVERSAL APPROACH

ALSO SEE RSS TEACHING, LEARNING AND CURRICULUM OVERVIEW [HTTPS://WWW.RUSSELL-STREET-SCHOOL.CO.UK/WEBSITE/CURRICULUM_2/521982](https://www.russell-street-school.co.uk/website/curriculum_2/521982)

Restorative approaches are used to promote positive relationships and climate for learning

- Positive language role modelled.
- Community building through daily 'check-ins' and collective rewards
- 'Pillars of Character' promoted and connected to reward system



- 'Colour monster' resources are used for children to reflect and identify their own emotions and how others may feel. Children have a range of vocabulary to express how they feel. For some children, this resource is personalized to give strategies to help regulate behaviors and emotions which can impact on their day.



- Emotion coaching strategies modeled and taught across school through everyday conversation and 'Jigsaw' and 'ISafe' curriculum.

Find out – Effects – Responsibility 'Fix It'.

Children learn through a cross-curricular topic-based approach

National / EYFS Curriculum are the framework for curricular planning

- Skills learnt in the core subjects applied throughout the Foundation Subjects, such as computing skills that are used across the curriculum and history explored and developed in art. High quality displays reflect the knowledge and skills from the curriculum and how the curriculum is built on through the school
- Skills and knowledge mapped across the curriculum to: ensure coverage, links made, learning is reinforced, broad and balanced
- Assessment for learning, as learning and of learning takes place at regular intervals
- Curriculums are aspirational and go beyond the framework of the national curriculum

Every child has quality reading experiences every day.

- '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
- Planned texts throughout the curriculum enrich the learning from the classroom

Pupils' learning is tracked rigorously	- Core subjects are tracked half termly - Data used to inform teachers' planning and timely intervention packages - 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	'Maths Mastery' approach used throughout school  The diagram, titled 'Teaching for Mastery', shows a central circle divided into four quadrants: Representational & Structure (top-left, blue), Mathematical Thinking (top-right, green), Variation (bottom-left, orange), and Fluency (bottom-right, green). Surrounding this central circle are four boxes, each containing a list of skills: 'Access' (Access, Pattern, Making Connections) at the top-left, 'Change of Reasoning' (Change of Reasoning, Making Connections) at the top-right, 'Procedural' (Procedural, Conceptual, Making Connections) at the bottom-left, and 'Number Facts' (Number Facts, Table Facts, Making Connections) at the bottom-right. A blue box on the right side of the diagram contains the text 'Small steps are easier to take'. A circular arrow labeled 'Knowledge' is on the left side of the central circle. - Links make between lessons and knowledge and skills taught represented throughout the school through high quality corridor and classroom displays, for example 'Knowledge Organisers'
Curriculum planning facilitates learners with SEN and EAL	- Differentiated questioning, activities, resources and adult support 'Mastery Approach' – key skills and knowledge assessed, reinforced to ensure children keep up - Each lesson is built upon in a highly structured curriculum - School focus of vocabulary building and exploration through carefully planned texts and concepts.
'Assessment for Learning' used to inform future planning	- Peer and self-assessment, use of effective questioning techniques, quality talk – Think, Pair, Share, Adult/teacher modelling. Formative Assessment for learning used each lesson - Range of summative assessments, such as 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	- Peer and self-assessment, use of effective questioning techniques, quality talk – Think, Pair, Share, Adult/teacher modelling - Teachers aware of how to decrease the cognitive load placed on children through effective instruction and carefully planned steps in learning - Growth mindset language used and displayed across school



- Utilising Barak Rosenshine's 'Principles of Instruction' and school development focus on 'Big 5' teaching diet. Teaching and learning is responsive and is used to target children who require further instruction, more precise or effective delivery or greater take up time when introduced to new concepts

T iming	Intervention sessions are often brief (e.g. 15-45 minutes) 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 esources	The intervention has materials supporting resources and lesson plans, with clear objectives and usually a delivery script.
G ive it time	Quality interventions in place to enable consistent delivery. Sessions are typically run based over a complete period (e.g. 16-20 sessions).
E xpert delivery	Interventions are delivered by a qualified teacher or, if they are educational, a trained teaching assistant. The intervention programme is followed precisely and a targeted delivery checklist is followed.
T eacher links	If not delivered by the classroom teacher, the intervention delivers to the classroom curriculum regularly and make appropriate connections between out of class learning and classroom learning.

Support and additional adults are used effectively to support teaching and learning

- All support staff have copies of plans and timetables. Staff are aware of personalised learning plans and are involved in setting outcomes when appropriate, for example support plans and EHCPs
- Support staff use assessments to inform their practice. Teachers ensure that interventions understood and that assessment used to measure their effectiveness. Support staff have training and modelling packages 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, ELKAN training and ASD training

Teaching and learning are interactive

- Smart boards used interactively
- Formative assessment for learning encourages call and response, sharing models created by children and feedback that is immediate and effective. 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
- 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
- 5 a day whole school approach to teaching and learning

	
Talk supports learning across the curriculum	- Plan specific classroom activities to allow for opportunities for teachers to model competence as a speaker and listener. This modelling contributes significantly to developing children’s spoken language – staff model language forms that pupils may not encounter away from school as well as introducing potentially unfamiliar vocabulary. Staff reframe children’s spoken language and ask children to repeat back the reframing - All children given the opportunity to take part in ‘exploratory talk’ (trying out new ideas) and ‘presentational talk’ (focusing on articulate communication) - Specific vocabulary taught as well as modelled, extending children’s language and thinking during interactions and activities using the tiered system: Figure 2: Tiered systems for selecting target words for explicit instruction —adapted from Beck & McKeown (1985)  - Oracy taught through the deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum - Where children have a barrier to social communication and interaction, timely and effective targeted and personalised support is put in place. Often, this will be facilitated with outside agencies or professionals, such as NHS speech and language teams

The school provides a caring and nurturing atmosphere	○ Russell Street School children are STARS  SAFE "We all have the right to feel safe all the time. Nothing is so awful or so small that we cannot talk about it." (RSS (Safe Environment)). TOGETHER Highly supportive relationships are established based on mutual respect. Children make a positive contribution to society. They understand their rights and responsibilities as citizens and respect the beliefs and values of others. ACHIEVE Children achieve the best possible outcomes through the delivery of an exciting, ambitious curriculum built around progressive new skills and knowledge acquisition. Children have a strong desire to learn more and acquire the knowledge and cultural capital they need to succeed in life. RESILIENT Children demonstrate high levels of self-determination and control. Through a growth mindset attitude, children believe the impossible is possible. SPECIAL Children have access to a wide, rich set of experiences and have frequent opportunities to develop their talents and interests. Children feel an important sense of worth and belonging ensuring good mental health and well-being. ○ 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	○ See comprehensive inclusion policy, information report and supporting pupils with medical conditions policy which is visible and available on the school website ○ Visual timetables in every classroom. individual workstations and safe spaces where required ○ Practical equipment / models to support learning ○ Sound proofing, integrated receiver resources and training ○ 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.	○ 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 and emotional aspects of learning enables children's social and emotional learning	○ 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 ○ Whole school approach to emotional regulation supported by 'Colour Monster' resources 
Ensuring children's basic physical needs met in order that they can learn	○ Active breaks, access to water bottles, fruit snack everyday, 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	○ 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 ○ Science curriculum reflects the human body and what we need to stay happy and healthy ○ Class pets encourage children to reflect on caring for other and what animals need to be happy and healthy
The school provides a safe environment for its pupils and staff	○ All children at Russell Street School have the right to feel and be safe ○ Health and Safety Officer regularly checks site for potential hazards ○ Magnetic Door locks secured around school ○ Environmental audits conducted with staff and outside specialists, such as the teacher of the deaf to support conducive and safe environments for children with sensory impairments ○ Fire Drill and Lock down Procedures rehearsed

Behaviour Policy represented and followed in all classes, including Restorative Approaches	○ 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 check ins, 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
Good behaviour rewarded	○ Good behavior praised and referred to as a positive example ○ House captain system encourages positive role models and examples of behavior and learning. House captains are trusted with responsibilities and rewarded for their contributions  ○ Each class can earn marbles in a jar and earn a collective class reward for demonstrating pillars of character ○ House point system in school for praise of behaviors that go above and beyond and make a positive contribution to the class and wider school
The school provides an atmosphere in which children can grow to be independent learners	○ Resources are well organised, planned and accessible ○ Continuous provision approach from EYFS to KS1 ○ Resources for children to use labelled for children to access, such as objects from history in the corridor displays or culturally significant works of art ○ Visual representations used to explain and consolidate understanding of learning concepts, such as mastery approach in maths ○ 'Knowledge organisers' on corridor displays, art studio and music room encourage independent exploration ○ Text are planned and shared across the school and in each classroom. These texts link to learning across the curriculum, including fiction and nonfiction. Children have access to these texts to explore independently
Children are encouraged to share their achievements with their peers	○ Daily check in, including 'All about Me' sessions ○ 'Wow' worker of the week is celebrated and shares their experiences and learning ○ 'Jigsaw' Teaching scheme used
The school places emphasis on its links with the community and local events	○ Walks in the local area, such as the library ○ Local topics ○ Visitors from the community to talk about themes relating to topics, such as local bee keepers and Stony in Bloom which create opportunity to grow cultural capital ○ International Schools Award work ○ Forest School

EYFS TARGETED SUPPORT			
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	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
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 TARGETED SUPPORT			
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	○ 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

Motor Skills Teodorescu Perceptuo-Motor Programme	1:1 to 1:3	5 minutes everyday	Improve pencil control and letter formations.
Maths Numbers Counts Intervention	1:1 to 1:5	30 minutes everyday	○ 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	○ Improved speech sounds awareness and production ○ Increased information and grammar usage in oral production ○ Increased language development
Computing Clicker Support Intervention	1:1	30 minutes 2x per week	○ Increased confidence and ability in using different aspects of Clicker 8 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)	○ 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	○ 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)	○ 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