

Curriculum and Pedagogy Policy



Cranbrook
Primary School

Equity for all

Signed by:

Chair of Governors: Debbie Wiles

Date: 04-03-2026

Committee with oversight for this policy	Resources & Organisation
Policy to be approved by	FGB
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Our School Vision

Ensure equity for all to address social disadvantage

Our Mission Statement

An ambitious, inclusive and broad curriculum that develops essential skills and knowledge for lifelong essential skills and knowledge to achieve academic and personal success

Our School Values

Equality, Respect, Resilience and Kindness

These values are regularly referred to in discussion with our pupils and validated through the Art curriculum. By doing this we aim to create an ethos and culture that nurtures talent and encourages our pupils and staff to aim high for themselves and each other.

Curriculum Drivers

These drivers underpin our teaching across the curriculum and prepare children for the challenges and opportunities of the modern world.

Widening Horizons

Aspirations
Ambition
Curriculum enrichment
Cultural capital

Global Identity and Responsibility

Race and equity
British values
Global, local community issues
Decolonisation of learning

Confident Communicators

Articulate speakers
Passionate readers
Social skills
High level vocabulary

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Introduction

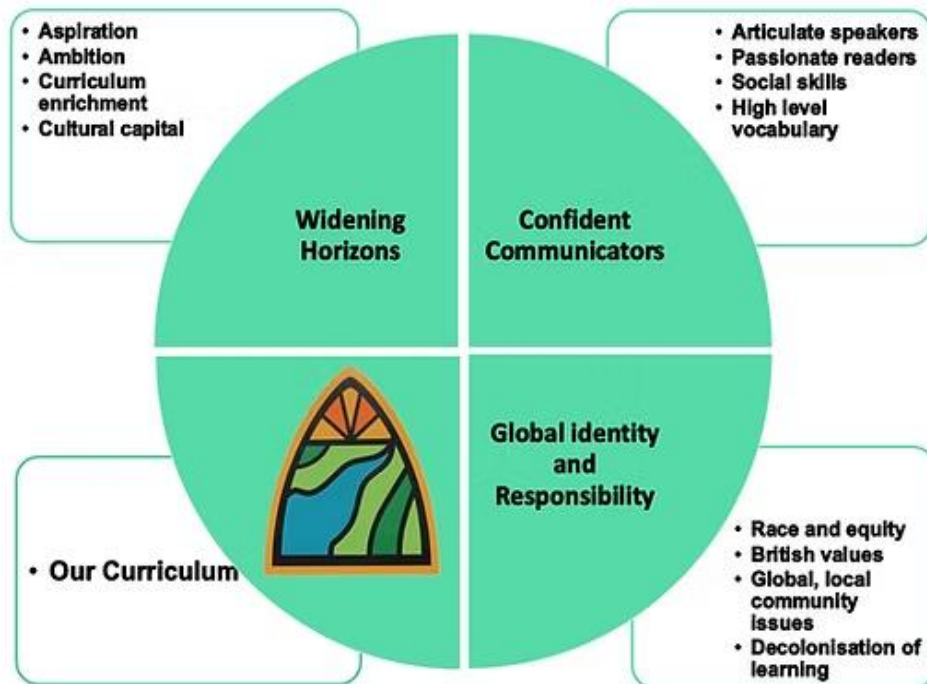
At Cranbrook Primary School, learning is an exciting journey designed to spark curiosity and unlock potential. Our curriculum builds on the essential knowledge outlined by the DfE, while going further to **shape children into happy, confident, empathetic, and ambitious individuals**. We nurture **critical thinkers** who embrace their authentic selves, celebrate their creativity, and step boldly into the world with courage, curiosity, and compassion.

We are proud to ensure that:

- Our approach to learning is rooted in the development of strong relationships within our community, underpinned by an unwavering commitment to equality, respect, resilience, and kindness. We understand that without these principles, the curriculum cannot achieve its intended impact.
- The development of children through their early and primary years has been thoughtfully considered, with pedagogical approaches tailored to meet the evolving needs of students across different phases of their educational journey.
- Every phase of teaching is grounded in Rosenshine's Principles of Instruction, with careful attention given to how these principles manifest at each stage of the school, ensuring consistency and coherence in our teaching strategies.
- Our curriculum is sequenced to ensure that knowledge builds progressively, fostering deeper conceptual understanding as students move through the various stages of their education.
- Knowledge and concepts are layered to ensure solid retention, enabling students to make meaningful progress from their starting points, while continuously advancing throughout their learning journey.
- We have integrated recent research on memory and cognitive science to optimize learning, ensuring that students are equipped to move knowledge from working memory to long-term memory, while avoiding cognitive overload.
- Opportunities for deliberate practice are built into the curriculum, allowing students to deepen their understanding and mastery of all subjects.
- We are committed to limitless learning for all students, adapting our teaching strategies to meet the diverse needs of each child, ensuring that every learner can achieve success.
- Our curriculum is deliberately designed to reflect the unique identities and experiences of our students, considering the context of our community, their worldviews, interests, and specific needs. This, combined with our core values, aims, and aspirations, ensures an educational experience that is not only enriching but also intrinsically valuable, far beyond mere preparation for the next stage of education.

Curriculum Drivers

Our curriculum drivers form the bedrock of our teaching practice across all subjects, equipping children to navigate the complexities and opportunities of the modern world. These drivers were chosen through thoughtful consultation with staff and are a direct reflection of our school's unique context, as well as the needs and interests of our students. Aligned with our core values, these drivers ensure that our pupils are prepared with the essential life skills necessary for success in their future endeavours.



Curriculum Intent

At CPS, we are committed to delivering an engaging, dynamic, and empowering curriculum that nurtures lifelong learners. Throughout their journey with us, we strive to provide our children with:

- Diverse and frequent opportunities to become articulate and **confident communicators**
- Rich and transformative experiences that expand their **cultural capital**
- The knowledge and insight to develop into **responsible, global citizens**
- Lessons designed to create a change to **long term memory**, enabling students to apply their knowledge and skills to make connections, **think critically**, make healthy choices, and solve problems
- A learning environment that fosters curiosity and ignites a **passion for discovery**
- The tools and opportunities to **widen their horizons**, preparing them for future academic challenges and inspiring them to set ambitious goals for themselves

As a staff, we are on an exciting journey to 'decolonise' our curriculum and confront systemic racism. By critically reflecting on the actions of our predecessors and examining how historical events have shaped both global and local communities, we aim to provide a curriculum that celebrates diverse perspectives throughout history. In doing so, we ensure that all children feel their heritage is represented and valued and that they are empowered to achieve success, both academically and personally.

Our curriculum aims to address the various losses that our children have suffered due to COVID. These are addressed in all subject areas through a variety of strategic approaches. In addition to this, additional interventions have been put in place to support identified children with their learning and SEMH needs.

Curriculum Implementation

The Importance of Strong Relationships and Community



Hierarchy of Needs in School



In crafting the ideal learning environment, we begin by integrating Maslow's Hierarchy of Needs with the essential support children require to thrive academically and engage fully with the curriculum. Our comprehensive Wellbeing and Pastoral curriculum is designed to meet children's physical, safety, belonging, and self-esteem needs, ensuring they are prepared for learning. This aspect of the curriculum imparts vital skills such as developing a growth mindset, building resilience, contributing to the community, and fostering empathy. When challenges arise, we are quick to respond with targeted support from our ELSAs (Emotional Literacy Support Assistants) and Learning Mentor. In cases of greater need, we follow our Safeguarding procedures to provide essential assistance to children and families in crisis, safeguarding them from harm.

Inspired by Adrian Bethune's research on wellbeing in primary classrooms, we carefully design our routines to foster strong relationships and a positive classroom environment from the outset of the school year. During the initial transition period, teachers focus on building a sense of community within the classroom, encouraging gratitude for self, peers, and the wider community, as well as helping children visualise success for themselves and set meaningful goals for the year ahead. This sets the tone for the upcoming school year and underlines behaviour expectations for the year.

The importance of nurture at Cranbrook Primary School

“Nurture is a way of coaching children and young people to help them form positive relationships, build resilience and improve their social, emotional and mental health. When used in school, nurture improves attendance, behaviour and attainment, and ensures every child is able to learn. A solid understanding of The Six Principles of Nurture is crucial for education professionals looking to implement nurture in their settings.”

<https://www.nurtureuk.org/the-six-principles-of-nurture/>

We believe that having a nurturing approach underpinning everything we do is fundamental to developing children who learn to be **happy, confident, empathetic, and ambitious** individuals.

The six principles of nurture are:

1. Learning is understood developmentally:
Recognizing that children learn at different paces and in different ways, and that their development influences their learning.
2. The classroom (or environment) offers a safe base:
Creating a secure and supportive space where children feel comfortable taking risks, expressing themselves, and learning.
3. Nurture is important for wellbeing:
Prioritizing the social, emotional, and mental well-being of children alongside their academic progress.
4. Language is a vital means of communication:
Acknowledging that language is crucial for expressing feelings, thoughts, and needs, and supporting children in developing their communication skills.
5. All behaviour is communication:
Understanding that children's actions, even challenging ones, are a form of communication, and responding with empathy and understanding.
6. Transitions are significant:
Recognizing that changes and transitions in a child's life can be stressful, and providing support to help them navigate these periods.

Zones of Regulation and the PANDA approach

To support teachers to prioritise nurture and emotional well-being we use the Zones of Regulation, a framework that helps children identify their feelings and regulate their behaviour. The Zones are colour-coded—Blue for low energy or sad, Green for calm and ready to learn, Yellow for heightened alertness or frustration, and Red for intense emotions—guiding pupils to recognise their emotional state and choose appropriate strategies. By embedding this into our daily routines, we have created a supportive environment where children feel safe, understood, and empowered to manage their emotions and thrive both socially and academically.

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

Our teachers also consistently apply the PANDA approach to guide children in managing their emotions and navigating the daily demands of the classroom with confidence and resilience.



- P** Present—remains physically and emotionally present and fully engaged.
- A** Approachable—easy to approach and fosters open communication.
- N** Non-judgmental—refrains from making judgements and creates a safe, accepting space.
- D** Dependable—Consistent , persistant, predictable..."boring in a good way."
- A** Advocate—Stands up for the child's needs including against their inner voice

Our Wellbeing Curriculum

We have daily wellbeing sessions that are scheduled for after lunch to combine relaxation, mindfulness and good mental health.

WELLBEING



Make

Connections:

Connections support and enrich us every day, so take the time to get to know your classmates.



Get Active:

We all know exercise is good for your body, but it can be good for your mind too.



Guided

Meditation:

Take time to check in with your thoughts and feelings. By paying attention to the present moment, we might enjoy things more.



Mindfulness:

Focussing on an activity such as mindfulness colouring can be very beneficial for regulating wellbeing. The strokes of the pens and the visual of the colours and quite powerful.



Give to Others:

Random Acts of Kindness

Helping others is actually beneficial for your own mental health and in turn your wellbeing. It can help reduce stress, improve your emotional wellbeing and even benefit your physical health.

We also use the Kapow Wellbeing curriculum lessons. The lessons are based on five strands inspired by the NHS's 5 Steps to Mental Wellbeing, adapted specifically for primary-age children. The five strands cover essential aspects of mental and physical wellbeing:

Discover: Learning new skills to build resilience

Take notice: Practising mindfulness and awareness

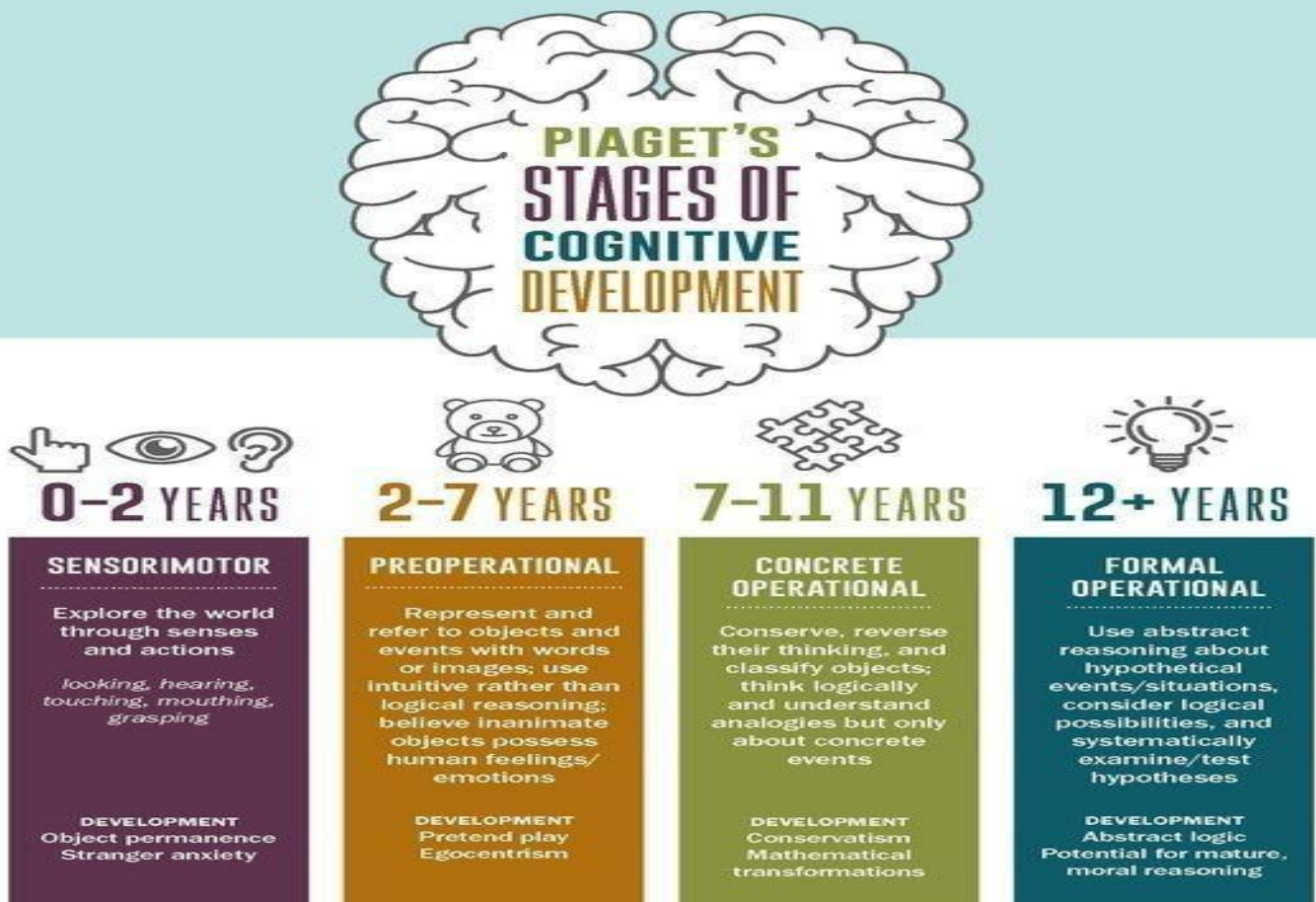
Connect: Strengthening social connections

Give: Exploring how generosity supports personal wellbeing

Move: Understanding the mental health benefits of physical activity

Each strand is revisited at an age-appropriate level through a spiral curriculum, ensuring consistent progression year after year. There is one lesson per strand per year group. (See the Wellbeing long-term plan for further information).

Brain Development and Pedagogy



Early Childhood Education (Birth to 7 years old) - Preoperational Stage

Birth - 7 is a specific and unique neurological and developmental phase. What matters looks different. This stage of children's brain development is happening when children are in the Early Years Foundation Stage (EYFS) and Key Stage 1 phase of the school.

Brain development is a key factor in shaping how young children learn and grow. During these early years, children's brains are developing rapidly, especially in areas related to language, memory, motor skills, and emotional regulation. This means that our teaching needs to be hands-on, interactive, and play-based, allowing children to explore, experiment, and make sense of the world around them. We focus on building strong connections between new experiences and prior knowledge, offering plenty of opportunities for repetition and practice to help secure learning. Activities that stimulate curiosity, engage the senses, and encourage problem-solving are crucial, as they support brain growth and strengthen neural connections. By understanding how young brains develop, we create a learning environment that is both nurturing and stimulating, where children feel safe, confident, and excited to learn, setting the foundation for future success.

We use Professor Tina Bruce's Ten Principles of Early Learning to provide a framework for our pedagogy in this stage. The principles are rooted in her research and focus on creating an effective and nurturing learning environment for young children. Here are the ten principles:

1. **The Principle of Play:** Play is essential for children’s learning and development. It allows them to explore, experiment, and develop their imagination, social skills, and problem-solving abilities.
2. **The Principle of Real-Life Experiences:** Children learn best when they are given opportunities to engage with real-world experiences. This can involve practical activities that connect to their everyday lives, fostering a sense of meaning and relevance.
3. **The Principle of Adult Involvement:** Adults play a critical role in supporting and extending children’s learning. Through positive interaction, guidance, and encouragement, adults help children make sense of their world and develop new skills.
4. **The Principle of Communication and Language:** Language is a vital tool for learning. Children should be encouraged to express themselves, listen to others, and develop both spoken and written communication skills.
5. **The Principle of Sensory Learning:** Children’s senses—sight, touch, smell, hearing, and taste—are key to how they learn. Activities that engage the senses help children understand and interpret the world around them.
6. **The Principle of Active Learning:** Children learn best when they are actively engaged in the learning process. This includes exploring, investigating, and discovering things for themselves.
7. **The Principle of Child-Centered Learning:** Learning should be based on the child’s interests, needs, and developmental stage. This approach recognizes that each child is unique and learns in their own way.
8. **The Principle of Emotional Development:** Emotional well-being is foundational to learning. Children need to feel safe, secure, and valued in order to thrive and be open to new learning opportunities.
9. **The Principle of Relationships:** Positive relationships with peers and adults are crucial for children’s social and emotional development. These relationships build trust, support collaboration, and help children develop social skills.
10. **The Principle of Continuity:** Learning is most effective when there is a sense of continuity in the child’s experiences. This principle emphasizes the importance of building upon prior knowledge and skills to foster progression and consistency in learning.

These principles collectively emphasize the importance of a holistic, child-centered approach to early education, one that nurtures every aspect of a child’s development through rich, varied, and supportive learning experiences.

During ECE it is vital to:

- Provide multiple concrete experiences that enable abstraction in the next stage of brain development
- Revisit ideas and experience them in different contexts
- Embed learning positive ‘behaviours’ (Characteristics of Effective Learning)
- Teaching in a manner that utilises intrinsic motivation in order to maximise learning for young children.
- Collaborate with families

Middle Childhood Education (7/8 to 12 years old) - Concrete Operational Stage

In Key Stage 2, children's brains are becoming more complex as they develop greater abilities for critical thinking, problem-solving, and understanding abstract concepts. At this stage, it is important to provide a balanced approach to learning that challenges their growing cognitive abilities while also reinforcing foundational skills. Teaching strategies should focus on building deeper understanding through active learning, opportunities for independent thinking, and hands-on experiences. It is crucial to encourage children to make connections between different subjects, as the brain is constantly forming new neural pathways through these interactions. Additionally, we know that children in this stage benefit from clear, structured lessons that allow them to revisit and consolidate what they have learned, helping information move from short-term to long-term memory. By considering how the brain continues to develop in these years, we can design learning experiences that support both their academic growth and emotional well-being, empowering them to become confident, lifelong learners.

The "Ten Principles of Middle Learning" are often associated with best practices for engaging children in middle childhood (ages 6-12). While these principles aren't as widely formalized or recognized in the same way as Tina Bruce's Ten Principles of Early Learning, they focus on strategies to support the cognitive, social, and emotional development of children in this age range. Here's an adapted set of principles that are often used in the context of middle childhood learning:

1. **Active Learning:** Children learn best when they are actively involved in the learning process. Lessons should encourage participation, exploration, hands-on activities, and critical thinking, helping children to engage deeply with the material.
2. **Building on Prior Knowledge:** Effective learning occurs when new content is linked to children's prior knowledge and experiences. Teachers should create opportunities to review and build upon what students already know, making learning more meaningful and connected.
3. **Encouraging Independence and Responsibility:** As children develop, they should be encouraged to take more responsibility for their learning. This includes setting goals, organizing their work, and reflecting on their progress, which helps build confidence and self-regulation.
4. **Promoting Critical Thinking and Problem Solving:** At Key Stage 2, children are ready to tackle more complex ideas. Lessons should encourage them to question, analyze, and evaluate information, fostering the development of critical thinking and problem-solving skills.
5. **Collaborative Learning:** Social interaction and collaboration are crucial in Key Stage 2. Working in pairs or groups helps children develop communication skills, learn from each other, and build teamwork abilities while fostering a sense of community in the classroom.
6. **Providing Clear Structure and Expectations:** Children in Key Stage 2 benefit from clear guidance and expectations. Providing structure and consistency in lessons, as well as explaining learning objectives, helps children understand what is expected and stay focused on their learning.
7. **Scaffolding and Adaptive Teaching:** Teachers should offer support and guidance at the right level for each child, providing scaffolding to help them tackle more difficult tasks. Adaptive teaching ensures that each child's learning needs are met whilst not putting a ceiling on their learning.
8. **Encouraging Creativity and Imagination:** Key Stage 2 is an important time to nurture creativity. Children should be given opportunities to explore, create, and think imaginatively across all subjects, whether in art, writing, or problem-solving tasks.
9. **Integrating a Broad Curriculum:** A well-rounded education in Key Stage 2 includes more than just literacy and numeracy. Children should engage in a variety of subjects such as science, history, geography, music, and physical education, which helps develop their overall knowledge and skills.
10. **Providing Regular Feedback and Assessment:** Continuous feedback is vital in helping children understand their strengths and areas for improvement. Formative assessments, along with constructive feedback, support progress and motivate children to keep improving their skills.



These principles reflect a comprehensive approach to middle childhood learning, addressing not only academic growth but also the emotional, social, and developmental needs of children in this age group.

During MCE it is vital to:

- Use concrete experiences as a foundation to begin to teach abstract concepts.
- Provide opportunities for students to explore patterns, relationships, and logical reasoning. This includes tasks that require categorizing, classifying, and making connections between ideas that will help students understand how abstract concepts function in different contexts.
- Gradually increase the level of abstraction in lessons, moving from simpler, concrete ideas to more complex and abstract ones. This is achieved through incremental steps, such as introducing more challenging questions or tasks, and providing opportunities for guided practice.
- Teach children to reflect on their thinking processes. Encouraging metacognitive strategies—such as asking themselves, "How did I arrive at that conclusion?"—helps children understand the abstract thinking process and enhances their ability to apply it independently.
- Encourage students to use their imagination and creativity to explore abstract ideas. This might include activities that ask students to think about hypothetical scenarios, engage in role-playing, or create their own representations of abstract concepts.
- Give students clear, specific feedback that helps them refine their abstract thinking. When students make errors, guide them to see the connections and deeper reasoning behind correct solutions, helping them understand the "big picture."

Teaching and Learning

At our school, we are committed to providing high-quality, evidence-based teaching that ensures all students achieve their full potential. Central to this commitment is our implementation of Rosenshine's Principles of Instruction, which offer a structured and research-backed approach to teaching that enhances student learning. These principles are grounded in cognitive science and proven to optimize how information is delivered and retained. By integrating Rosenshine's principles into our curriculum, we create a clear, consistent framework for teachers to deliver high-impact lessons that promote active engagement, foster deep understanding, and facilitate long-term retention. This approach ensures that students not only acquire knowledge but are equipped to apply it effectively, think critically, and make connections across subjects. By following Rosenshine's principles, we are able to support all learners—regardless of their starting point—by providing a structured yet flexible environment that promotes mastery and self-confidence, preparing them for success both within and beyond the classroom.

PRINCIPLES OF INSTRUCTION

10 RESEARCH-BASED STRATEGIES THAT ALL TEACHERS SHOULD KNOW



DAILY REVIEW

Review Previous Learning
Daily review aids students in connecting new concepts with existing knowledge, making learning more durable and meaningful. By engaging students in regular review, through activities like retrieval practice quizzes, homework correction tasks, and addressing common misconceptions as a class, students rehearse and enhance their skills to the point of automaticity. This form of daily practice makes it easier for students to acquire and assimilate future knowledge into their existing schemas.



SMALL STEPS

Chunk New Information
Rosenshine explains that our working memory (the place where we process information) is small and therefore it can only process a few pieces of information at once. Because too much information swamps working memory, teachers should break down curriculum concepts and key processes into small manageable steps and allow for focused practice after each step. Breaking down information facilitates better understanding and gives teachers insights into students' knowledge gaps.



QUESTIONS

Check Students' Answers
Frequent questioning is an effective method of engaging students actively with new content and linking it to their existing knowledge. Utilising a broad range of questioning techniques (such as Doug Lemov's 'Cold Calling' or the 'Think, Pair, Share' routine) allows teachers to assess all students' understanding and promotes a culture of active participation. Questioning strategies also help to deepen students' grasp of the material by requiring them to apply and articulate their learning.



MODELS

Provide Cognitive Support
Rosenshine suggests that providing models and worked examples significantly aids students in problem-solving by offering essential cognitive support. This method, which includes teacher demonstrations and step-by-step explanations, helps reduce students' cognitive load. Effective modeling also includes think alouds where the teacher externalises their thinking process. Modeling is key in helping novices develop expertise by unveiling the expert's underlying thought processes.



GUIDED PRACTICE

Support Student Practice
Guided practice is vital in the learning process as it ensures students actively engage with new material through sufficient rehearsal, crucial for transferring information to long-term memory. It involves the teacher spending significant time asking questions, checking understanding and correcting errors as students practice the new material. This iterative process of practice and feedback is essential for teachers in diagnosing any common misunderstandings and adjusting instruction accordingly.



CHECK UNDERSTANDING

Address Misconceptions
Checking for understanding underscores the importance of regular assessment to ensure students grasp new material effectively. Frequent checks for understanding are critical, as they contribute to processing information into long-term memory and help teachers identify and rectify misconceptions early. Effective strategies include asking probing questions, encouraging students to summarise or explain concepts, and fostering discussions that require students to defend their specific viewpoints.



HIGH SUCCESS RATE

Aim For 80% Success Rate
Ensuring students achieve a high success rate during instruction is crucial, with Rosenshine's research advocating for an optimal success rate around 80 percent. This benchmark balances challenge and attainability, indicating that students are not only learning the material successfully but are also being sufficiently challenged. Teachers can use tools such as mini-whiteboards to quickly check for levels of success from the entire class. If it is below 80%, it is recommended to reteach the material.



SCAFFOLDS

Use Temporary Supports
Temporary supports assist students in mastering challenging concepts. These instructional scaffolds include strategies such as live modeling, think-alouds, sentence starters, and checklists, which are designed to guide students through the learning of new information. Effective teachers introduce these supports, gradually phasing them out as students gain proficiency. Scaffolds and supports ensure that students are neither overwhelmed by complexity nor under-challenged by simplicity.



INDEPENDENT PRACTICE

Build Fluency and Mastery
Following teacher-led instruction and guided practice, students should engage in independent practice to help reinforce their learning. Rosenshine explains that practice is essential for achieving fluency in skills and knowledge, allowing for automatic recall that frees up working memory for more complex cognitive tasks. Independent practice should involve the same material as the guided practice. During this process, teachers should actively monitor and circulate the classroom to maintain engagement.



WEEKLY/MONTHLY REVIEW

Extend Practice Over Time
Rosenshine emphasises the importance of regular reviews, extending beyond daily checks to include weekly and monthly formative assessments. This advanced strategy, termed "successive relearning," involves spacing out retrieval practice over time to achieve mastery. Such reviews strengthen connections between new and old knowledge and ensures learning is transferred to long-term memory. Effective retrieval practice tasks include cumulative quizzes, concept mapping, and class discussion.

Teachers carefully implement the 10 Principles of Instruction into their learning journeys to ensure maximum success. The principles and their application are as follows:

1. Daily Review

- **Principle:** Teachers should begin each lesson with a review of previously learned material to strengthen students' retention.
- **Application:** Start class with a brief review of key concepts from the previous lesson. This can include asking students to recall main points, engage in quick oral or written quizzes, or engage in a short review game. This helps students consolidate their knowledge and makes new learning easier.

2. Present New Material in Small Steps

- **Principle:** Break down content into small, manageable chunks to avoid overwhelming students.
- **Application:** When introducing new content, present it in small, logical steps. For example, instead of explaining a whole complex process at once, break it into simpler stages and ensure each stage is fully understood before moving on to the next. This gives students time to process and understand before they tackle more advanced concepts.

3. Ask Questions

- **Principle:** Teachers should regularly ask questions to check students' understanding and encourage active participation.
- **Application:** Ask both factual and higher-order thinking questions throughout the lesson to gauge students' comprehension. Provide wait time for students to think and respond, and offer feedback based on their answers. Use questioning strategies like think-pair-share or cold calling to involve all students.

4. Provide Models

- **Principle:** Teachers should provide models or demonstrations to show students how to perform tasks or solve problems.
- **Application:** Model how to solve a problem, approach a task, or think through a concept before expecting students to do it independently. This can involve "thinking aloud" to demonstrate the cognitive steps involved in solving a math problem or analyzing a text. Scaffolding is key here, so the teacher provides enough support before gradually releasing responsibility to students.

5. Guide Student Practice

- **Principle:** During the initial stages of learning, teachers should guide student practice to ensure students are on the right track.
- **Application:** While students practice new material, the teacher provides support by walking around, answering questions, and giving feedback. Use "we do" practice, where the teacher and students work through problems together before students do independent work. Provide prompts, hints, and corrections as necessary.

6. Check for Understanding

- **Principle:** Continuously check whether students understand the material and adjust instruction accordingly.
- **Application:** Use formative assessments like quick quizzes, exit tickets, or interactive responses (e.g., thumbs up/down) to check comprehension. If many students are struggling with a concept, the teacher can reteach or re-explain it in a different way.

7. Obtain a High Success Rate

- **Principle:** Aim for students to achieve a high success rate during practice to build their confidence and ensure learning is happening.
- **Application:** Provide students with tasks that are appropriately challenging but within their reach. Support them through difficulties, and ensure they experience frequent success in completing tasks. Avoid overwhelming them with too many difficult problems at once. This can be done by gradually increasing difficulty levels as students improve.

8. Provide Scaffolds

- **Principle:** Provide supports to students that help them understand and complete tasks. These supports should be removed as students become more independent.
- **Application:** Offer visual aids, frameworks, templates, or sentence starters to support students during learning. For example, in writing tasks, give students a graphic organizer to help structure their ideas. As they gain more independence, slowly reduce the support provided, allowing them to practice without it.

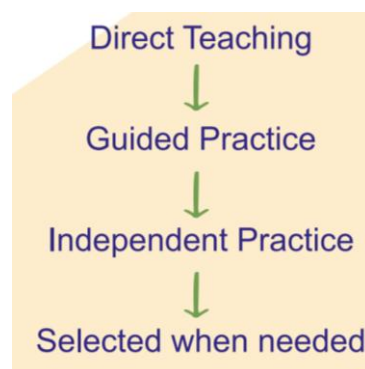
9. Require Frequent Active Responding

- **Principle:** Frequent active responses from students help solidify learning and maintain engagement.
- **Application:** Get students to actively respond to questions, problems, or prompts frequently during lessons. This can include verbal answers, written responses, or participation in group discussions. Use techniques like random calling, think-pair-share, or interactive quizzes. Active responding helps keep students engaged and allows the teacher to gauge understanding.

10. Provide Independent Practice

- **Principle:** Once a new skill has been practiced with guidance, students should engage in independent practice to reinforce and consolidate their learning.
- **Application:** After guided practice, assign independent tasks that challenge students to apply the material on their own. These tasks should be meaningful and connected to the learning goals. Provide students with adequate time to work through problems or projects independently, while offering support when needed.

We use the “**I do, We do, You do!**” approach to structuring our lessons in every phase of the school. This is because it is a powerful and intentional method of teaching that fosters deep understanding and mastery of skills by scaffolding learning in a structured, supportive way. In the “I do” phase, the teacher models the concept or skill, providing clear, explicit instruction while thinking aloud to demonstrate the cognitive processes involved. This serves to build a solid foundation for students, ensuring they grasp the essential principles before attempting it themselves. In the “We do” phase, students collaborate with the teacher, applying the new knowledge with guidance and feedback, which allows them to develop confidence and reinforce their understanding. Finally, in the “You do” phase, students take full ownership of their learning, independently applying the skill or concept, demonstrating their mastery, and receiving feedback to further refine their abilities. This approach not only ensures that learning is incremental and accessible but also promotes self-reliance and critical thinking, empowering students to become independent, confident learners who can apply their knowledge with competence and creativity.



We complement these teaching and learning approaches with a “**No opt out**” culture. Our teachers have a number of strategies in their toolkit that they use to create this culture of no hands up and everybody is ready to respond.

The strategies include:

1. **Think-Pair-Share/TTYP (Talk to your partner):** Children first think about the answer on their own, then discuss it with a partner before sharing with the class.
2. **Mini whiteboards:** children write their answers on mini whiteboards for teachers to see answers in real time.
3. **Lollysticks:** Children know they can be called upon for feedback everytime so have to engage with the content of the lesson.
4. **Choral Response:** All children answer simple question at the same time in chorus.
5. **Popcorn Answers:** Children give their answer when pointed to - teacher points to different children speedily and the answers pop like popcorn.
6. **Tidal Wave:** Children say their answer as the teacher makes a wave with their arm across the children in the classroom.
7. **Thumbs Up/Down or 1-2-3:** Children use hand signals like a thumbs-up for understanding, thumbs-down for confusion, or holding up a certain number of fingers (1, 2, or 3) to indicate how well they grasp the concept. This quick, non-verbal feedback helps the teacher assess comprehension in real-time.
8. **Open-Ended Questions:** Teachers ask students questions that require more than a yes/no answer, encouraging them to think critically and explain their reasoning.
9. **Targeted Questions:** Teachers may ask specific students questions to gauge understanding and address misconceptions.

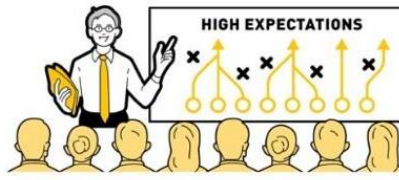


Adaptive Teaching

We use an adaptive teaching approach to our curriculum rather than traditional differentiation so that every pupil is working towards the same challenging outcomes but with the right adaptations to meet their needs.

ADAPTIVE TEACHING:

Scaffolds, Scale, Structure and Style




References
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[Alex Quigley](#) | @AlexJQuigley

Original blog:
<https://alexquigley.co.uk/adaptive-teaching-scaffolds-scale-structure-and-style/>

Adaptive Teaching: Scaffolds, Scale, Structure and Style | Alex Quigley

If we are setting simple tasks for struggling pupils, but complex tasks for high prior attainers, how are they ever meant to catch up. As Sealy describes, "being given different work [should] become rare rather than routine".




Adaptive teaching is quickly becoming the latest buzzword in education. Defining and exemplifying adaptive teaching bolsters our chances of protecting it from lethal mutations.


In defining it, we must be clear on how it differs from old approaches such as differentiation. Whereas differentiation was about providing different learning tasks and having separate outcomes for students based on poorly conceived flightpaths, adaptive teaching is about all students working on the same tasks and towards the same challenging outcomes.

It also helps to know about different approaches to adapting learning and how to adjust challenge levels so all pupils can access the same ambitious curriculum. The 4 Ss of scaffolds, scale, structure, and style can help here.

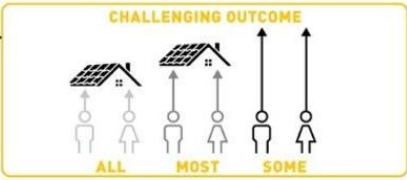
CHALLENGING OUTCOME



ALL STUDENTS



CHALLENGING OUTCOME



ALL MOST SOME

More adaptive teaching

- Scaffolds for pupils to access challenging tasks
- High expectations of outcomes for all pupils
- Scaffolded homework
- Teaching with multiple representations in mind
- Giving additional tasks based on diagnostic assessments

Less differentiation

- Differentiated tasks e.g., different worksheets
- All/Most/Some* outcomes that cap pupils' learning
- Chilli challenge* open choice homework
- Teaching based on pupils' *Learning Style*
- Giving additional tasks based on target grades


Two types of adaptations:

Microadaptations. Sensitive, moment-to-moment adaptations responding to pupils' learning e.g. deploying flexible grouping to reexplain a concept.

Significant adaptations. Providing reasonable adjustments for students with SEND or a disability e.g., offering additional Teaching Assistant support.


Scaffolds, Scale, Structure and Style

The 4 Ss of scaffolds, scale, structure, and style can help when adapting classroom tasks undertaken by all pupils, allowing teachers to retain challenging goals for all whilst supporting their individual needs. The model will not match every task, but it may be helpful, encouraging teachers to move away from planning different tasks to instead adapting with confidence.




Scaffolds

Scaffolds are about offering additional temporary support to make a complex task accessible or more challenging. **For example,** providing a template for pupils drawing a self-portrait or providing word banks during essay writing.




Scale

Scale is about making adaptations to the scale of a given task to adjust the degree of challenge. **For example,** shortening or lengthening a descriptive writing task or increasing or decreasing the scale when producing a self-portrait.



Structure

Structure is about making adaptations to the structure of a task to adjust the degree of challenge. **For example,** providing a writing frame when writing an evaluative essay in religious studies.



Style

Style is about adapting the style of a task to adjust the degree of challenge. **For example,** using different mediums when producing a self-portrait or prompting pupils to imitate an author's style during narrative writing.

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Types of Modelling

Sequencing concepts and modelling are key when presenting children with new information. Providing the children with models is a central feature to planning and providing good explanations.

Modelling helps reduce the overload on the working memory by presenting new information in small steps. The children need to practise these small steps. Modelling and scaffolding help the children to practise the small steps and build up the schemata. A well sequenced scheme of learning will provide the children with hands on opportunities at the most appropriate time and place to maximise learning.

When teachers can breakdown the complex activities- which may be the final product or overarching activity- into the smaller stepping stone stages, they will be more effective in explaining the procedures to the children. This is central to the planning process. The big picture is key to the children's understanding, they too need to know where they are going on their journey of learning. The teachers do this by giving the children the barebones of a story or situation and the big picture can be presented to the children on the knowledge organiser and in the learning environment. We have to zoom out to the big picture in order for the children to understand the zooming in to the smaller steps. They need to understand the significance of the smaller steps so that they can identify the knowledge and skills they will need to help them achieve the final creation or answer the big question.

Type of model	Detail	Classroom examples
Worked Out Models	These are completed tasks and exemplars that can be used as scaffolds. In these models the general patterns are clear and they provide a strong basis for learning. The level of completion will be reduced leaving the children to finish the problems and ultimately complete them by themselves. Providing no examples adds to the cognitive load and can leave the children unsure of the procedure and how to apply it.	Displays. Examples on flip charts and on supporting resources.
Conceptual Models	These are models we need to have in order to understand a bigger concept, for example, the properties of solids, liquids and gases or the water cycle. This type of model allows the children to visualise the concept.	Displays Knowledge organisers
Thinking out loud	This is the explicit narration of our thought processes to solve problems or undertake creative activities.	Teaching – whole class and focus groups.
Manipulatives	This type of modelling helps link abstract ideas to concrete examples. Manipulatives and concrete examples help the children to make links between the abstract knowledge being taught and the experiences of the children.	Displays Learning environment
Linking knowledge and experience	Modelling that links the new knowledge and the children's experiences builds upon the previous models. In some subjects, the experienced knowledge forms the essential basic background knowledge the children need e.g. science. We store and connect them more through memory consolidation.	Displays Memory maps
Organising the information	The children need to be explicitly taught models that help organise information. Teachers model how the complex steps of information can be sequenced, connected and arranged in a pattern to make it possible to learn and recall later.	Knowledge organisers Displays Examples on flip charts.

Types of Scaffolding

The purpose of scaffolding is to help the children become capable of learning independently and thinking metacognitively. The key to this is that scaffolding is temporary. The support the children are given in the cognitive process is removed at the most appropriate stage so that they don't become reliant on it. There are overlaps between the models and scaffolds that the teacher and children will use.

Practice and individual work help the children to develop cognitive and metacognitive knowledge. Overtime, this type of thinking will become habitual. The scaffolding will have become internalised and will support future learning.

Type of scaffold	Detail	Classroom examples
Writing frames	These help children scaffold their writing in all subjects. Frames can provide scaffolds for extended pieces of writing as well giving the children sentence stems to help the children frame their answers.	Displays Examples on flip charts.
Exemplars	The children critically analysing examples, done by the teacher or by previous students, is a useful scaffold. Children can better understand the success criteria if they can identify what has gone well and how a piece can be even better. They can then compare theirs to the example. Through a better understanding of the success criteria, the children will have a better understanding of the definition of excellence.	Displays Examples on flip charts.
Strategic thinking	These are strategies that help the children unlock the question the children may initially struggle with. This type of strategic thinking needs explicit modelling and scaffolding before the children can do it independently.	Learning environment
Anticipate errors and misconceptions	An important part of scaffolding is tackling these head on. Making the children aware of the 'traps' they could fall into, helps them to be more efficient in self-checking and self-correcting their work.	Teaching – whole class and focus groups.

The Cranbrook Curriculum

English - bespoke

Maths - Mastering Number and White Rose Maths

Foundation Subjects - Kapow

PE - Cambridge Curriculum

RE - Redbridge Agreed Syllabus for RE

PSHE - a bespoke mix of Kapow, PSHE Association and Cranbrook RSHE

Music - bespoke

French -

Outdoor Learning - woven through

The Wellbeing Curriculum

Enrichment

Trips

Clubs

Extracurricular Activities