Hargrave Park School

We Aim High

May 2026

Teaching and Learning Policy

Aim

To set the guidelines of agreed principles and approaches that underpin the teaching and learning in our school.

Contents

- School Vision, Mission and Values
- Our Approach to The Curriculum - Intent
- Home Learning
- Planning
- Assessment, Record Keeping and Reporting
- Communication
- The Learning Environment
- Educational Enrichment
- Monitoring and Evaluation of the policy

Our Vision

Hargrave Park is a school where children and adults are valued and supported to aim high.

We are all confident learners, who are inspired by the world, flexible in our thinking and understand how to care for ourselves and others.

We have pride in everything we do, and we look after what we have.

Our Mission

We encourage our staff and our children to be confident and independent in everything they do, while feeling fully supported and equipped to deliver the best they can.

Children are taught to be caring, ambitious and self-sufficient through the provision of an enriched curriculum, excellent teaching and using the 16 'Habits of Mind'.

We teach our children to explore and understand the world so they can better care for it - and succeed in it.

Hargrave Park School provides an uplifting, well-resourced space for staff and children to thrive.

Our Values



Our Curriculum intent:

The intent of our curriculum is to provide a broad range of rich, engaging, high quality learning opportunities and experiences to develop children's confidence, resilience, skills and knowledge across the curriculum. Children will develop their cultural capital through a range of enrichment.

Our curriculum is designed to support our children in producing a range of high quality outcomes across the curriculum which they can celebrate and be proud of. The key drivers of 'PSE', 'Equalities', 'Celebrating London' and 'Eco-action' will equip our children to navigate life successfully through: developing personal resilience, social skills, emotional literacy and a strong sense of self; valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people; building a strong sense of community and their identity as Londoners as well as being inspired to be ambitious by all that London has to offer and understanding how to be a responsible citizen of the local area and the wider world, including how to take action to protect our environment.

Our Curriculum

The school follows the National Curriculum for key stages 1 & 2 which details expectations in years 1-6. National Curriculum

The school follows the EYFS statutory framework for children in Nursery and Reception. Early Years Foundation Stage Framework

This is underpinned by the Strong Foundations report, Development Matters and Birth to Five Matters

We use a range of other resources to support our curriculum including:

- The Writing Framework
- Mathematics Guidance for KS1 and KS2
- The Islington You, Me, PSHE scheme
- Islington's agreed RE syllabus #
- The National Curriculum for Computing supported by Islington programs of study

We have developed a bespoke 'Theme Map' *(Appendix 1)* **to deliver the key skills, knowledge and understanding of the National Curriculum while meeting the needs of the children in our school through an enriched, engaging and exciting cross-curricular approach.**
The Theme map is regularly reviewed and adapted.
Themes link, building on prior learning as children progress through the school.
Opportunities to develop Key Drivers are made explicit.

Our school embraces the 16 'Habits of Mind' which underpin our school values of Independence, Kindness, Respect, Resilience and Ambition. They are a way of clarifying educational aspirations and learning behaviours for our pupils. They provide a framework and common language for students, teachers, school leadership, parents and the wider school community to share when discussing and planning for the development of our thinking. (*Appendix 2)* *www.habitsofmind.co.uk*

The Hargrave Park 'Language of Learning' has been constructed by all staff and is broadly based on Bloom's taxonomy. These words are evident in planning, children's work and displays. They help us as a community to value and articulate all elements of an individual's learning journey. (*Appendix 3)*

Personal, social and emotional development is a vital prerequisite for being an effective learner. Opportunities to develop personal, social and emotional skills are embedded in our practice. Wellbeing and involvement is tracked through the use of Leuven Scales.

Each theme has a humanities focus and a creative focus. The cycle ensures opportunities for depth and coverage in all subjects.

Deep understanding of the Humanities provides children with a broad understanding of what it is to be a human. Children have opportunity to link the past with the present, and their life in London with lives around the world. Children develop the skills to interpret and articulate

ideas about the past and the world we live in today. Studying the humanities in a meaningful way equips children to see their potential within their community and wider society.

Learning through the creative arts gives children a range of memorable experiences and different ways to be successful and embed their learning. The children will have opportunity to experience the world through visual, musical and dramatic stimuli and learn how to represent the world in different ways. Outcomes in the arts include Art, Dance, Music and Performance Poetry and provide children with broader opportunities for success.

Confidence in the use of language and a range of communication skills gives children the capacity to participate fully in our society. Opportunities to communicate in a range of contexts and to a range of audiences are woven into each child's learning experience at Hargrave Park. Developing oracy skills is prioritised in planning and classroom practice.

Mathematics is an integral part of the world in which we live. It provides a means of communication which is powerful, concise and unambiguous. Mathematics is as much about processes as answers. Learning to think mathematically, working logically to solve problems, is an essential tool in navigating the world.

Our Science curriculum develops scientific attitudes, skills and knowledge, by allowing children to explore, question and understand the world. Children build upon their experiences and develop the skills, attitudes and concepts that enable scientific exploration and discovery, with a focus on working scientifically *(Appendix 4).*

Computing capability is an essential skill for life. It enables learners to participate readily in today's digital world. Computing is taught discretely, with opportunity to utilise a wide variety of technology throughout the year and across the curriculum. Opportunities are also carefully planned for children to use a range of technology to enhance and embed learning across the curriculum, with regular computing outcomes planned for.

The 'Hargrave Park Way' *(Appendix 5)* represents our agreed ethos and approach tailored to meet the needs of our students; it has been developed and agreed upon by the whole teaching team and reflects research-based pedagogical principles such as those developed by Rosenshine. It also reflects the use of the Total Communication Approach *(Appendix 6)* for adaptation and the use of the Strong Foundations Report. It is a working document and is regularly updated.

Home learning

All home learning is shared via online learning platforms.

Tapestry (EYFS and KS1) and Google Classroom (KS2) provide platforms for communication between home and school. Tasks are set, completed work is shared through the posting of photos and videos, and teachers respond to the work. Offline activities are also promoted and can be celebrated there.

Doodle is an online tool which provides engaging activities for children to practise basic maths and spelling skills independently. The tracking feature supports teachers to monitor children's activity and progress regularly.

Planning

In Years 1-6, planning is structured in 5 phases:

- The National Curriculum.
- Two year theme map with non-core subjects mapped out *(Appendix 1)*
- Curriculum map by theme with key skills (Medium term plan) supported by Key Skills Progressions across non-core subjects
- Weekly plans and unit plans
- Daily planning

Middle and Senior Leaders monitor planning regularly.

Two Year Theme map

- The curriculum is planned across a two year cycle of themes.
- The two year cycle ensures coverage of the full range of subjects and learning through our key drivers: PSE, Equalities, Celebrating London and Eco-Action.
- The two year cycle captures careful linking of themes with regular opportunity to build on past learning, supported by Key Skills Progressions across non-core subjects.

Curriculum Map by Theme

- The Curriculum Map by Theme is a medium term plan outlining the scope of teaching within each theme over each half term. Within phases and year groups, teachers work to embed key skills with clear outcomes across the curriculum, reflecting learning in the Humanities, Art/DT, Dance/Drama/ Music, PSHE, Science, Computing and PE. Plus Modern Foreign Languages (Spanish) in Key Stage 2.
- Phonics teaching through Little Wandle is mapped out from nursery to Year 2, SPaG teaching is mapped out across Key Stages 1 and 2.
- The teaching of skills in reading is linked to the half-termly theme wherever possible in order to embed the learning in a context which is meaningful to the children.
- Opportunities for educational enrichment to deepen learning are identified within medium term plans. These include educational visits, visits from leading professionals and projects run by external organisations.
- Assistant Heads have the responsibility to guide and monitor planning against the skills progressions to ensure that skills and experiences are developed in a meaningful way.
- Literacy Units are planned for by genre related to the half-termly theme.
- Mastery in Maths is planned for related to the half-termly theme – applying maths skills across the curriculum

Weekly and Unit Plans

- For EYFS and Key Stage 1, 'Guided Practice' sessions are planned for in a weekly cycle of differentiated guided reading sessions with the teacher and teaching assistants/EYEs, in line with the 'Little Wandle' guidance.
- In Key Stage 2, a quality text is identified for each half term which is linked to the Curriculum theme, and to a key driver wherever possible. The children read this together, during daily Whole Class Reading lessons. Activities within these lessons are planned on a weekly cycle to develop a range of comprehension skills.
- Weekly phonics and SPaG (spelling, punctuation and grammar) planning reflects a range of differentiated activities - teaching, rehearsing and applying knowledge and skills. Phonics planning is guided by the 'Little Wandle' approach. SPaG planning and teaching is incorporated into writing lessons.
- There are clear expectations in place regarding the planning of writing and maths units. The calculation policy is used for the planning of maths using the maths overview and a selection of carefully curated core resources for each year group to structure the sequence of learning, including DFE guidance and materials from NCETM (National Centre for Excellence in Teaching Mathematics)
- Opportunities are established for 'working walls' within the unit plans as well as targets for particular groups.

Daily Planning

- Learning in lessons is planned and guided using carefully constructed interactive whiteboard slides.
- The shape of lessons reflects Rosenshine's Principles and the Hargrave Park Way.
- Learning objectives and success criteria are identified and reflect the Language of Learning. They demonstrate clear adaptation for groups and individuals within the class.
- Deployment of additional adults is made explicit.
- Daily planning identifies independent activities and guided sessions.
- Teachers' planners demonstrate Assessment for Learning (AFL) and evaluation through annotation and notes.

Early Years Foundation Stage planning is based on each child's ongoing formative assessment.

Long term and medium term plans are established to ensure coverage of the curriculum. These are adapted and refined according to the needs of individuals and the class.

Weekly plans include:

- Adapted letters and sounds plans which map out activities to review, teach and apply phonic knowledge, following the 'Little Wandle' approach.
- Differentiated maths plans which map out activities to review, teach and apply mathematical knowledge.
- Indoor and outdoor plans which detail the set-up of the environment to provide independent learning opportunities across the different areas of learning.
- Weekly plans which detail the interests and next steps of that week's focus children alongside opportunities for assessment across different areas of learning.

Assessment, Record Keeping and Reporting

Assessment for Learning (AFL)
Assessment for Learning (AFL) happens in all lessons and is the tool by which teachers and support staff identify next steps for individuals, groups and the class as a whole.

Teachers continually assess understanding within lessons through a range of strategies including: observation, questioning, learning conversations and self and peer assessment.

Class teachers and Support Staff meet before and after school to support AFL, robust planning and the tracking of day-to-day expectations.

Next steps feedback, both oral and written, is given to learners during lessons and through effective feedback in books. Along with self and peer assessment, this is an expectation and is embedded throughout the school. Children understand 'Green to Grow, Pink to Think' and make improvements using purple pen.

Unit targets provide clear next steps for children's learning. Self and peer assessment against these targets support pupil involvement in and ownership of their own learning and progress within each unit of work.

Assessment to track progress

A clear assessment cycle is established to support robust tracking of the progress and attainment of individuals and groups.

At the start of the Autumn term, parents are invited to a 'Meet the Teacher' meeting to support transition. Later in the Autumn term, parents are invited to parent consultations to discuss the targets set for their child and to support home and school partnership in supporting the child to meet these.

Challenging targets are set at the beginning of the academic year using Fischer Family Trust and agreed in partnership between the class teachers, the Assistant Heads and the Head of School through Pupil Progress Meetings.

Targets are set against Age Related Expectations in line with National Curriculum Statutory Requirements. Children who need to make accelerated progress to meet their targets are identified.

A range of written assessments and AFL activities measure pupil attainment during two formal assessment points across the year. This includes phonics tracking and Leuven Scales assessments in EYFS and KS1. Pupil Progress Meetings follow each formal assessment point to review targets, adaptations and interventions.

After the Spring term assessment point, a Record of Assessment is sent home with information about children's attainment and targets. Families are invited to parent consultations to discuss these. After the Summer term assessments, End-of-Year Reports are shared with families.

Attainment is recorded in Arbor (online management system) and tracked throughout each pupil's time at the school.
In the EYFS and KS1, Tapestry is used to collate assessment evidence, track attainment and support target setting across all areas of learning.

Attainment is reported to parents within their age band against expected levels as follows:

EYFS	Key Stage 1	Key Stage 2
	Below expected	Below expected
Emerging	Emerging	Towards expected
Working Within	At expected	At expected
Securely Within	Above expected	Above expected

Class teachers are responsible for keeping up to date teaching and learning records which include:

- Class lists & pupil information
- Information with regard to EAL, Ethnicity, FSM, Pupil Premium, medical and dietary needs
- Attainment data including Targets, Pupil Progress data and reviews, IPs and relevant and appropriate inclusion information
- Grouping information

Assessment in the EYFS

Assessment in the EYFS is through ongoing, regular observations which involve all adults working with the child. Some of these observations are recorded and shared with parents using Tapestry Online Learning Journals. Developmental stages are linked to Development Matters, which in turn informs the end of phase judgments made in each child's EYFS Profile, reflecting all areas of learning.

In addition, children's levels of wellbeing and involvement are assessed and tracked using Leuven Scales.

We ensure that:

- Teaching and learning activities engage and motivate children to learn, and foster their curiosity and enthusiasm for learning.
- There are focused activities to support, develop and extend children's learning at their own pace.
- Children are given opportunities to develop their own ideas, thoughts and opinions about their play activities.
- Activities are extended/modified according to the child's interests and next steps
- There are strong links between home and school, and the importance of parental partnership in their children's learning is recognised, valued and developed.
- Children's wellbeing and involvement are prioritised, with a range of activities and interventions designed to promote this.

Statutory Assessments

On entry to Reception, pupils take the Reception Baseline Assessment alongside their class teacher.

This is an interactive, age-appropriate assessment made up of 2 components assessing early mathematics and early literacy, communication and language.

The information is not shared with the school, The data is gathered by the DFE and will be used by the DFE to measure the progress pupils make across primary school.

Pupils are then assessed against National standards four times throughout primary school. Primary schools are required to report outcomes of these assessments to the local authority as well as to parents and carers.

At the end of Reception (EYFS):
The Early Years Foundation Stage Profile (EYFSP) assesses each child's development at the end of the Reception Year. This is done through teacher assessment, including evidence from observations, samples of the child's work and knowledge of the child's developmental levels in the seven areas of learning. When a child achieves at the expected level for the end of Reception, this is termed a 'Good Level of Development' (GLD).
A 'Good Level of Development' measures children's learning in personal, social and emotional development, physical development, communication and language, mathematics and literacy.

At the end of Year 1:
The Phonics Screening checks the children's ability to apply phonics to decode when reading – this is considered a vital skill in learning to read. If a child does not reach the pass mark in Year 1, they have another opportunity to resit the test in Year 2.

At the end of Year 4:
The Multiplication Check assesses pupils' quick recall of multiplication facts up to 12 x 12. Sound knowledge of these facts supports children to approach a range of maths problems with efficiency and accuracy.

At the end of year 6 (KS2):
The children are assessed in Reading, Writing, Maths, SPaG (Spelling, Punctuation and Grammar) and Science. Reading, Maths and SPaG scores are determined by a formal written test. Writing and Science are teacher assessed.

Communication

Within school

- Teachers work collaboratively to plan in teams as follows – Nursery and Reception, Year 1 and 2, Year 3 and 4, Year 5 and 6
- Teachers regularly share and discuss record keeping information, books and planning at phase meetings.
- Pupils' Targets, progress and attainment are monitored and discussed with Middle and Senior Leaders in regular pupil progress meetings.
- All class teachers carry out a 'Transition Meeting' at the end of the Summer term, or when required, to communicate record keeping and planning information with new class teachers, the Pastoral Care Team and school leaders.

With parents and carers

- School staff are in the playground at the beginning and end of the day to encourage informal communications.
- A whole school newsletter goes to families every two weeks summarising key events and communicating important messages.
- Tapestry (EYFS and KS1) and Google Classroom (KS2) are the online learning platforms which also provide direct lines of communication between teachers and families.
- Transitional 'Meet the Teacher' opportunities for parents and carers are held in September.
- Following assessment weeks in February, a Record of Assessment (ROA) goes home to parents and carers detailing attainment, learning behaviour and individual targets in PSE, Reading, Writing and Mathematics.
- End of year reports go home in July.

With Pupils

- Next steps marking, self and peer assessment are embedded elements of all lessons. Pupils are expected to engage with, reflect on and respond to opportunities to improve their own learning.
- Regular class meetings are held to ensure pupils have the opportunity to exercise their pupil voice.
- A school council, made up of elected representatives from Years 1 to 6, is established at the start of each year and meet weekly to provide a vehicle for pupil voice.
- Pupils are actively encouraged at all times to share thoughts and opinions in the day to day running of the school and wider school development

The Learning Environment

The whole school forms the Learning Environment. This includes: classrooms; our creative arts space; Lab18@HP (our Science lab); the HUB; the garden; outdoor learning spaces and the library.

The pupils and staff are provided with a stimulating environment in which to learn.

An enabling environment is a learning resource, a rich, varied and safe space in which children can play, explore and learn. It is child-centred and accessible, fostering independence, with a direct impact on the quality of teaching and learning, making a significant contribution to development and progress.

Displays are an integral part of the learning environment and they are expected to celebrate children's learning, reflect the cultural diversity of the school community and support learning.

Working walls are an essential classroom resource, mapping the learning throughout units of work and providing a reference point for children to support them when working independently to apply previous learning.

Use of Technology

Each classroom is equipped with an interactive whiteboard (IWB) on which teachers share slides to shape the lesson and support the learning.

Pupils have opportunity to directly interact with the IWB to share their thinking and model to each other.

Visualisers are used to model methods and expectations. Strategies are used to celebrate success and to support AFL during mini-plenaries and plenaries.

Older pupils have individual devices on which they can access the slides individually. This supports effective adaptation by enabling pupils to make personalised use of the resources and models shared by the teacher.

Our digital strategy is under ongoing review to ensure that digital resources are carefully curated and that staff have the necessary training so that resources can be used consistently and effectively.

Educational Enrichment

It is an expectation that Teachers, as part of their classroom programme, explore and maximise learning opportunities outside of the classroom environment. This will include: visits to the local area; visits to a range of attractions across London; visits from experts; projects run by Arts organisations.

Meaningful and memorable experiences will help to ensure that learning across the curriculum is deep and embedded.

We believe it is important to ensure pupils have a good understanding of the range of opportunities available to them in their local community and beyond. These enrichment experiences will promote a good understanding of the wider world and will in turn support children in having a rich cultural understanding and to develop their cultural capital

To support children in 'Celebrating London', and being an active citizen of London, we want to show them what it can offer and know how to manage themselves safely when exploring their local area and the rest of London when on public transport.

Key to the success of this will be:

- The use of the playground and school spaces beyond the classroom as a learning resource including the use of our garden classroom with our Environmental Tutor and the Library with our Librarian.
- The use of the local community including parks, the library and the leisure centre.
- Opportunity to participate in creative projects.
- Opportunities to travel on the range of public transport available in and beyond the local community.
- Planned activities where children can interact with a range of environments including museums, galleries and famous landmarks.
- Providing opportunities to enrich, extend and apply school work through home learning.

Whole school visits to the seaside, theatre and cinema provide rich learning opportunities where children can extend their understanding of the world as part of a whole school experience.

Monitoring and Evaluation of the policy

The implementation of the policy will be monitored through:

- Lesson observations
- Planning scrutiny
- Book Scrutiny
- Learning walks
- Pupil progress reviews
- Pupil Interviews
- Parent surveys and feedback following RoAs, consultations and reports.

The policy is reviewed biannually by the SLT and the Curriculum Committee

Policy Adopted: _____ *(Date)*

Signed: _____

Name: _____
(Please print)

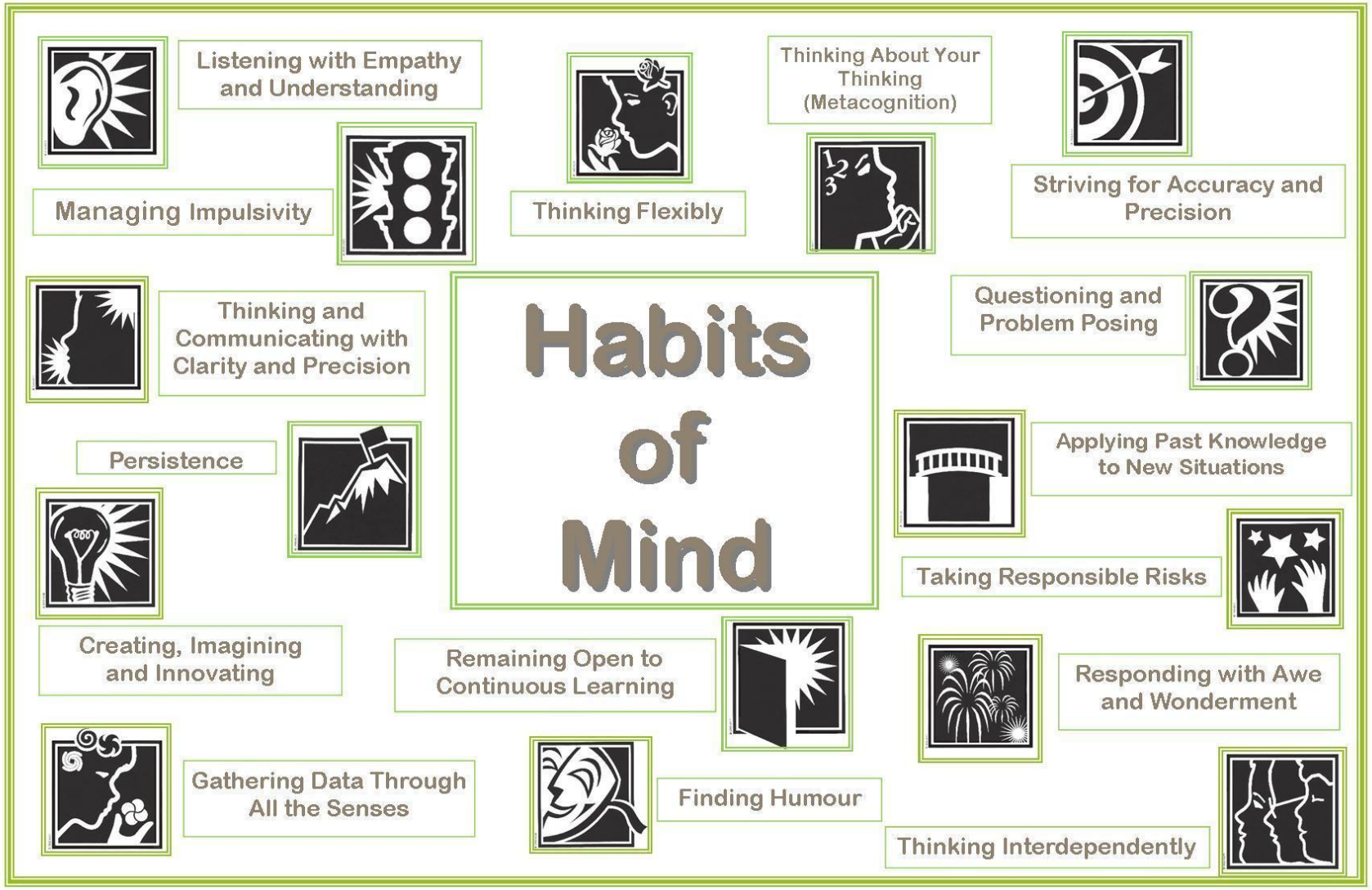
Review date: May 2028

Appendix 1 – Two Year Theme Map

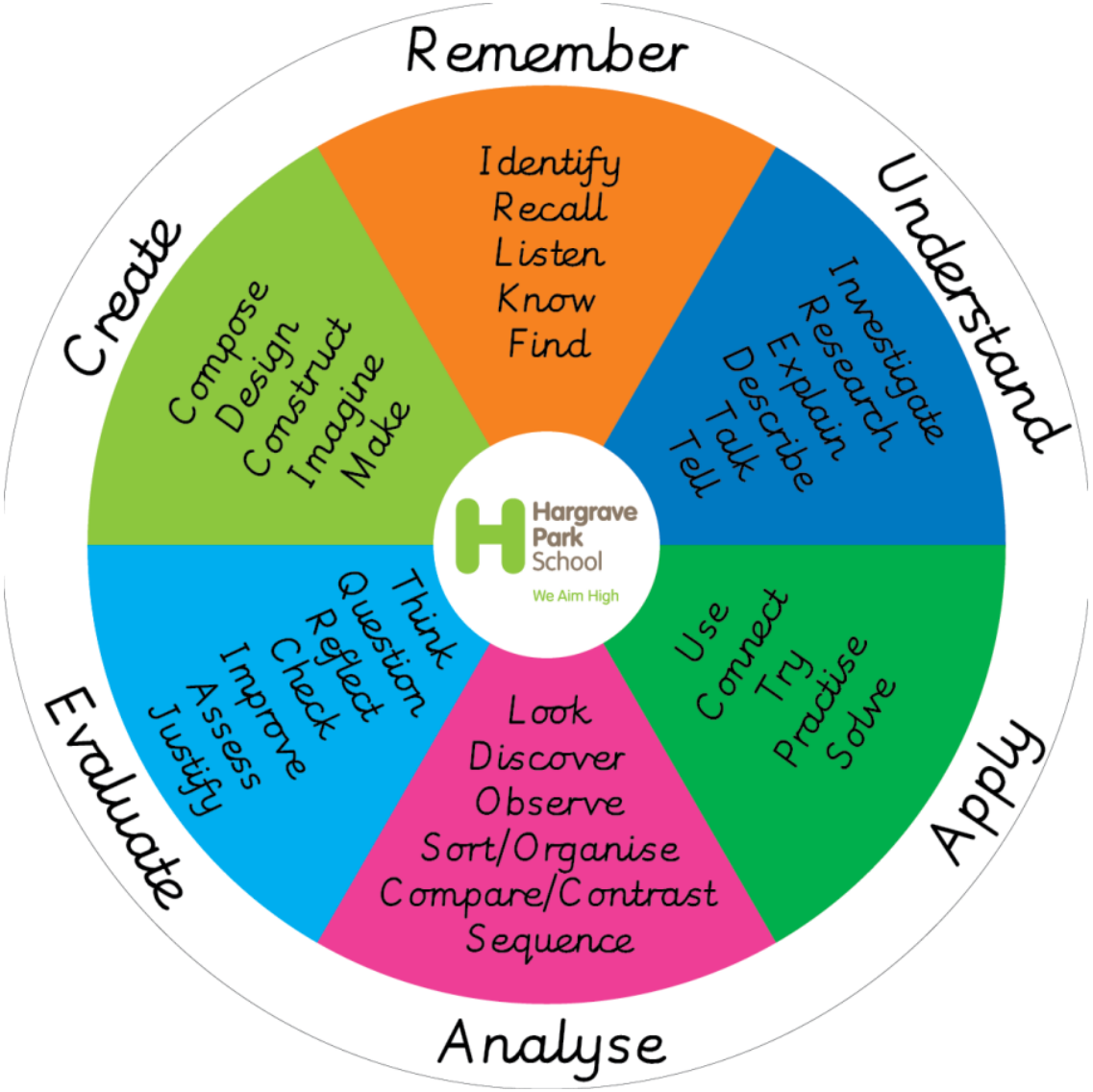
2025-2026						
Phase	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
EYFS	**All About Me** Personal, Social and Emotional PSE	**Where we live** People, Culture and Communities, The Natural World London	**Traditional Tales** Expressive Art and Design Equalities	**Space** The Natural World Equalities	**Under the Sea** The Natural World Eco-action	**Hargrave Park School**
KS1	**N19** Geography, Art London	**Poles Apart** Geography, Art Eco-action	**Toys** History, DT Eco-action	**Discovering Japan** Geography, Art Equalities	**Taking Flight** History, DT Equalities	
LKS2	**The World's Kitchen** Geography, Art Eco-action	**Roman Rule** History, DT PSE	**Crime and Punishment** History, Art Equalities	**London from the Air** Geography, DT London	**Reign Over Us** History, DT Equalities	
UKS2	**Disaster!** Geography, Art Eco-action	**Greece Lightning** History, Art Equalities	**Yes Minister** History, Art London	**Rule Britannia** Hist/Geog, DT PSE	**Out of this world** Hist/Geog, DT Eco-action	

2026-2027						
Phase	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
EYFS	**Monsters** Personal, Social and Emotional PSE	**Superheroes** Expressive Art and Design PSE	**Dinosaurs** The Natural World, Past and present Eco-action	**Growing & Changing** The Natural World Eco-action	**Pirates** Expressive Art and Design Equalities	**Whole school theme** ***bespoke to suit current school priorities, local or global events***
KS1	**Good to Be Me** History, Art Equalities	**School Days** History, Art PSE	**Into The Woods** Geography, Art Eco-action	**Plague and Potions** History, Art London	**Get out of my swamp!** Geography, DT	
LKS2	**The Stone Age** History, Art PSE	**Extreme Survival** Geography, DT Eco-action	**Tomb Raiders** History, Art Equalities	**China** Geography, Art Equalities	**Home Front** History, D.T London	
UKS2	**Mexico and The Maya** History, Art Equalities	**A Journey through Europe** Geography, Art Eco-action	**Invaders** History, DT Equalities	**Walls and Barricades** History, Art PSE	**Britain at Play** Geography, DT London	

Appendix 2


Habits of Mind
Listening with Empathy and Understanding
Managing Impulsivity
Thinking Flexibly
Thinking About Your Thinking (Metacognition)
Striving for Accuracy and Precision
Thinking and Communicating with Clarity and Precision
Questioning and Problem Posing
Persistence
Applying Past Knowledge to New Situations
Taking Responsible Risks
Creating, Imagining and Innovating
Remaining Open to Continuous Learning
Responding with Awe and Wonderment
Gathering Data Through All the Senses
Finding Humour
Thinking Interdependently

Appendix 3


Remember
Identify
Recall
Listen
Know
Find
Understand
Investigate
Research
Explain
Describe
Talk
Tell
Apply
Use
Connect
Try
Practise
Solve
Analyse
Look
Discover
Observe
Sort/Organise
Compare/Contrast
Sequence
Evaluate
Think
Question
Reflect
Check
Improve
Assess
Justify
Create
Compose
Design
Construct
Imagine
Make
Hargrave Park School
We Aim High

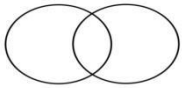
Appendix 4

Working Scientifically



Explore

Explore using all your senses e.g. pouring water through a sieve, changing the shape of clay, shaking objects to hear the sound they make, tasting different types of fruit.



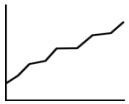
Identifying and classifying

Identifying and classifying involves sorting objects or events into groups. Clear systems (criteria) must be developed and used. Keys are often used as criteria to carry out a classifying process for example, identifying and naming mini-beasts.



Observation over time

This involves the careful observation of something over time, recording changes and taking measurements over time.



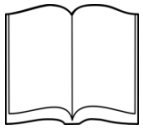
Pattern Seeking

This involves observing and recording natural events, carrying out experiments where the factors can't easily be controlled or using secondary sources of data. e.g. Distribution of dandelions on the school field, children who regularly eat breakfast have better concentration, taller children have bigger feet.



Fair Testing

Fair testing finds relationships between factors. One factor is changed while keeping other factors the same. Any differences are said to be the result of the changed factor (or variable).



Research

This involves finding out information that you may not be able to investigate for yourselves

Appendix 5

Hargrave Park School

Hargrave Park Way Sep 2025

Building an effective ethos

Team planning

A key principle is that 'a lesson plan is not a planned lesson'.

Teachers deliver lessons with appropriate use of challenge and adaptation for all, consistent implementation of IPs and a range of strategies from the Total Communication Approach including use of widget to create visuals.

Principles from 'Strong Foundations in the first years of School' are applied: concepts are taught in the order Concrete, Pictorial, Abstract; foundational knowledge is prioritised.

Planning is shared with support staff in advance: half termly plan before the half term starts; weekly planning the week before; daily planning during the morning meeting.

TAs are provided with success criteria to highlight against, key vocabulary and specific questions (including probing questions). Together, teaching teams anticipate errors – what might happen?

Manipulatives are provided and modelled by all adults.

School values are used as a framework for feedback; habits of mind are used as strategies to exemplify values.

Challenge

Children take responsibility and are active in their learning. Oracy strategies support this: eg talk partners – to enable rehearsal before cold-calling with lolly sticks, Mexican wave, walking chocolate bar and 'throw backs.' 'Going beyond the third turn' and 'tell me more' prompt deeper thinking and explaining.

Challenge is planned for all groups: all are taught to work independently; all experience adult support; all are given problem solving activities and open-ended questions.

Appropriate resources and strategies from TCA support children in being able to take on challenges. Conceptual models and worked examples support high success rate; learning is broken into small steps.

Engagement and Motivation

Teachers plan engaging hook for each lesson: tell the story, set the scene, put it in context. There is a tangible, motivating outcome Eg display, sharing event, performance.

Teachers regularly review and reactivate prior learning. Children experience regular success to develop intrinsic motivation.

Children are given 'controlled choices' to promote engagement – for example a choice of outcomes in project work and when presenting learning.

Behaviour

Behaviour policy used consistently – including regular positive reinforcement; praise, tokens, gold cards – used sparingly so as not to diminish the value.

Teachers are signed up to behaviour buddy weekly tips https://www.behaviourbuddy.co.uk/

There are visual timetables in all classrooms and for individuals who need it; calm corners are equipped and have been modelled

Hargrave Park School

Hargrave Park Way Sep 2025

Building an effective environment

Modelling expectations

Teaching teams model enthusiasm, passion and effort.

Flipchart on IWB prepared for each lesson to shape the lesson, reflecting Rosenshine's Principles and the TCA; reviewing prior knowledge (Think Back Three), presenting new material in small steps, including many worked examples to support success, checking for understanding. Remember 'I do, we do, you do'.

Children have opportunity to interact with the IWB eg by modelling each step

Working walls organise information and provide conceptual models. They include egs of children's work, worked examples, key words and vocab, success criteria, targets; teacher and TA model how to use the working wall.

Teachers and TAs narrate their thinking. Their handwritten work always uses agreed letter formation and joins. Teachers and TAs model talk before writing – if you can say it, you can write it.

A well-resourced classroom

Manipulatives and resources are available to the children to scaffold thinking and provide appropriate adaptation. Teaching team model how to use each resource through narrating thought process and breaking learning into a sequence.

Reading corner books reflect themes, drivers and 'Who is in the room?'; Reading Road Map well-presented with a clear system for use. YOTO players are accessible.

High quality artefacts from Islington Education Library Service for each theme are used to deepen understanding of key knowledge and skills related to the theme.

Class monitors are selected strategically and maintain a purposeful and organised environment. There is a slick pacey routine for this.

Dedicated learning spaces

Dedicated spaces are used for wider curriculum lessons: Art, Music, PE and Science

Outdoor learning activities are planned for eg use tiered seating, woodland garden, circular bench spaces.

Use of Technology

Children know their logins for Chromebooks: logins are printed and laminated so as to be readily available; QR codes are available for efficient logging in.

Chromebooks provide opportunity for independent practice – eg using Magma Maths, with pupils given ample time to succeed repeatedly.

Research activities are focused eg links to carefully curated websites shared via seesaw.

When videos are shared with classes, teachers have watched the video in advance and planned opportunities to pause the video to discuss points related to the success criteria.

Hargrave Park School

Hargrave Park Way Sep 2025

Enhancing the quality of pupils' work

Using lesson time effectively

Teachers fulfil the theme map requirements and break learning into meaningful steps. Teachers fulfil the timetabling expectations regarding length and frequency of lessons.

Phasing is used as an adaptation strategy to ensure children are productive at all times; rapid, regular success is planned for and is motivating,

Timetable allocation gives children enough time to succeed and feel successful; teachers break learning into small steps, building on strong foundations; teachers plan probing questions to promote deeper thinking and use these questions to extend children's answers and maximise learning.

Consistent, established routines support efficiency and success eg Word of the Day.

Use of Success Criteria and clear outcomes

Success criteria which relate to the intended learning break learning into small steps (including building from concrete to abstract) and are planned for every lesson, shared with the TA before the lesson and shared with the children at the beginning of the lesson.

Regular review supports the building of concepts.

Teachers share the intended outcome with the children – for individual lessons and for sequences of lessons – with relation to the relevant skills and knowledge.

Assessment for Learning

Daily planning includes AFL opportunities to ensure misconceptions are addressed early and progress is made against the success criteria. Strategies include: daily review to reactivate and assess prior learning; whole class response on mini-whiteboards; pink and green highlighting against the SC; 'ten in ten'.

Teaching teams act on the information gathered - AFL is used to provide a focus for plenaries and mini-plenaries and to support planning of meaningful and effective adaptations for all lessons – supported by TCA. Visualiser used to provide models.

Phasing accounts for individual starting points – identified through AFL. Phased groups can be with teacher, TA or independent. All children receive adult support in each lesson.

IPs are used as working documents – progress against clear and purposeful targets is tracked.

Taking pride in presentation

Children regularly record directly into books for sustained periods of time - to promote independence and open ended learning,

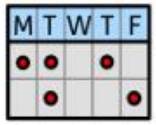
Regular opportunity for illustrations; illustrations used to support children's thinking, enhance presentation, motivate and engage.

Teacher models and provides scaffolds for presentation expectations; visualiser and presentation stands provide examples of and celebrate high quality outcomes.

Appendix 6

Total Communication Approach

A 'Total Communication Approach' refers to determining and using the right combination of teaching, learning and communication methods for a child, to ensure the child forms connections, ensures successful interactions and supports information exchanges. A 'Total Communication Approach' is a way of optimising a child's potential and reducing the extent of their difficulties, helping them to better access learning activities, to communicate and interact successfully and contributes to the development of their skills.

Visual timetable 

Calm Corner 

Zones of Regulation 

Date/Weather Visual 

'Now and Next' boards 

'Now-Next-Then' boards 

'This or That' boards 

Widget 

Communicate in Print 

Makaton Signing 

Pencil grips 

Pencil weights 

Slant Boards 

Coloured Overlays 

Range of scissors 

Finger Spacer 

Sensory Box Activities 

Predictable Transition Routines 

Sensory Circuit 

Movement Breaks 

Decompression Activities 

Regulator Tool 

Ear defenders 

Sensory Stories / Sensory Poems 

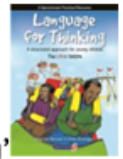
Social Stories 

Lego Therapy 

'Colourful Semantics' 

'Word Aware' 

'Word Web' 

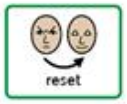
'Language for Thinking' 

'Blank Levels of Questioning' 

Pupil Profiles 

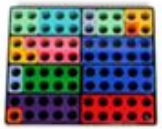
Sensory Room 

Individual Reward Charts 

Reset Card 

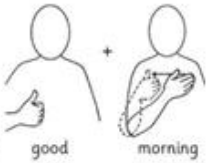
Work Stations 

Number Box 

Numicon 

Sensory gel numbers and letters 

Symbols on lanyard 

Key Makaton signs on display 

Attention Autism Activities 

Objects of Reference Board 

PECS Communication Board 

Box Clever 

Concept Cat 

Intensive Interaction 

Special Time 