



LIGHTHOUSE SCHOOLS PARTNERSHIP

PRIMARY PHASE EDUCATION STRATEGY

2025-2026



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Flourishing in Partnership

At Lighthouse Schools Partnership we are dedicated to the flourishing of our pupils, our colleagues and our communities. We believe that education transforms lives for the better and forever so our goal is for every teacher in every classroom to be as good as they can be in what they teach and how they teach.

To achieve this, we collaborate closely to mobilise every teacher and every leader across our Trust with the best evidence from research since there is no improvement for pupils without improvement in teaching, and no improvement in teaching without the best professional development for teachers. For this to happen effectively we share principles and a common understanding of:



- **an excellent curriculum** – building and delivering a progressive, coherent, spiral curriculum for all of our pupils ensures that everyone receives the knowledge and skills they need to thrive, develop character and can contribute to shaping the future.
- **excellent pedagogy** – the choices we make about how we deliver learning are based on what is proven to work for all pupils because we know that great teaching leads to great learning. We aim for full participation and engagement from all of our pupils all of the time and have a common understanding of the strategies that we can use to ensure that this happens.
- **excellent inclusion** – we are highly ambitious for all of our pupils especially those who are disadvantaged, vulnerable or have special educational needs. We are working towards a point when the impact of disadvantage is erased by the quality of our provision. Our schools align to the 6 Principles of Nurture as a means to improving attendance, behaviour and attainment ensuring that every child is able to learn.
- lives of children and their families. For this reason we collaborate closely as a Trust to create strong systems and processes that allow us to learn from and share best practice at scale.

Our education strategy for the primary phase describes how we work as a Trust to deliver on each of these shared principles and to deliver on our ambition to deliver the highest possible academic outcomes, defined by the targets below, for our pupils.

BY 2027 IN THE PRIMARY PHASE



90% of our pupils are secure readers for their age from GLD to KS2



80% of pupils achieve the combined expected standard in reading, writing and maths by the end of KS2



15% of pupils achieve the combined greater depth standard in reading, writing and maths by the end of KS2



Outcomes for disadvantaged pupils are in-line with non-disadvantaged pupils nationally

Education in the Primary Phase at Lighthouse Schools Partnership

In order to ensure that education transforms our children's lives for the better forever we need to be highly ambitious in our expectations of what our children will achieve in the short, medium and long-term because learning is a journey that should never end – we can all improve and learn more. For this reason, we will always demonstrate through action a relentless, urgent and collective focus on achievement for all of our pupils regardless of starting point or need.

Our core educational offer for all pupils includes but is not limited to:

- all staff demonstrating through actions a culture of belief that everyone, in particular priority pupils, can achieve, succeed and master the taught curriculum when given the right amount of time and high quality impactful instruction.
- high expectations around behaviour for learning which are deliberately taught and upheld by all staff so that pupils actively participate and engage well in learning.
- a collective approach to ensuring that children 'keep-up' with their learning as a result of well-planned and strategically implemented high-quality instruction.
- access to a learning environment which demonstrates and upholds our Trust values.
- access to a broad and balanced curriculum which is at least as ambitious as the National Curriculum and the EYFS Profile.
- a coherently planned and progressive approach to concepts as well as substantive and disciplinary knowledge in each subject or area of learning from EYFS – Year 6.
- an ethic of excellence in the outcomes of our pupils because we want our pupils to be proud of themselves and their achievements.
- discrete teaching of each curriculum area which draws on meaningful interdisciplinary links between subjects where appropriate.
- an explicit instruction approach to teaching and learning which is implemented consistently and reflectively by all members of staff to enable learning of the taught curriculum. This will ensure that children are clear what they need to do; have been shown how to do it; have appropriate scaffolds and or adaptations when needed and receive high quality feedback to keep on track.
- regular, reflective, purposeful use of assessment for learning to ensure that teaching is adapted to meet the needs of pupils being taught by the teacher in front of them. This means that teachers enable the lowest 20% to engage and extend our highest achievers effectively.

At the end of their time in the primary phase our pupils should have the knowledge, skills, understanding and confidence to be ready for the next stage in their education.



Our Curriculum Offer

At Lighthouse Schools Partnership we believe that an excellent curriculum will happen as a result of deep partnership between subject leaders across our family of schools because we recognise that primary teachers cannot be specialists in every subject that they teach.

We think deeply about what, and how, our children learn. We have created a broad, inspiring and challenging curriculum, based on the National Curriculum, that will equip all pupils with the knowledge and skills to succeed in life. Each year careful planning builds upon previous learning. There is a clear progression in all subject areas, which helps children to learn successfully and master, and become experts, in different disciplines.

Our shared curriculum means that pupils will experience the same sequence of learning regardless of which school they attend because long term and medium term planning is agreed at a Trust level with an option for schools to also use Trust short term planning and resources.

Trust curriculum planning defines and sequences substantive concepts and disciplinary knowledge which run vertically through each subject so that new knowledge in each unit of work builds on secure foundations as pupils move sequentially through the curriculum.

In addition to deliberately developed Trust materials, some subjects are delivered by our schools using carefully selected schemes of work which are adapted by leaders and teachers to ensure that an explicit instruction approach to teaching is used.

Curriculum commonality allows us to: have a mutual understanding of what we want pupils to know and achieve in each area of our curriculum.; work collaboratively to share and learn from our best practice at scale; share planning and support workload through adaption not creation of the curriculum; grow our leadership capacity and benchmark our expectations of pupil achievement.

LSP schools retain their uniqueness in their communities under the stewardship of their Headteacher. So whilst the sequencing and much of the content is defined, the implementation will be aligned to the school's own vision and ethos. This means that short term planning is defined at a school level



A rich, balanced offer for all of our pupils regardless of starting points

Coherent curriculum mapping with spiralled concepts, themes and skills which is adapted to meet the needs of individuals

The LSP Primary Curriculum



Discrete subject teaching which utilises an explicit instruction approach with meaningful interdisciplinary links between subjects where appropriate

High quality outcomes which allow our pupils to demonstrate the full depth of their knowledge and understanding

The LSP Maths Strategy

At LSP we believe that a high-quality mathematics education is essential to provide a foundation for understanding the world; the ability to reason mathematically; an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

Decisions about the pace of learning are made by teachers who use formative and summative assessment to inform their professional judgements -these are moderated by leaders who triangulate evidence from work in books, test results and developmental drop-ins.

Our curriculum aims for pupils to:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions



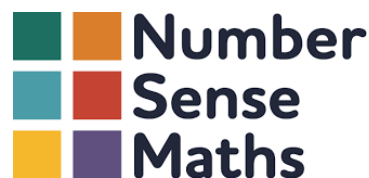
Curriculum planning

Planning in the long and medium term is drawn from White Rose Maths in Years 1-6. We use White Rose Maths because the scheme provides teachers with a strong starting point for planning and resourcing which can be flexibly used and adapted to the needs of their pupils. Blocks of learning across the year are broken down into small steps so that the National Curriculum objectives are covered and mastered. Furthermore the scheme aligns to our pedagogical framework including retrieval practice, explicit instruction and deliberate practice of taught knowledge and skills.

In EYFS our schools use either WRM, Mastering Number or Number Sense to plan and deliver the curriculum. Each of these schemes provides a starting point for delivery and teachers adapt planning and resources to apply the LSP Pedagogy so that pupils are taught using the same principles and strategies as those in KS1 and KS2.



Fluency in Number Bonds and Times Tables



To ensure pupils develop automatic recall of number facts, times tables and number bonds are deliberately and systematically taught and practised from the EYFS upwards in LSP schools. This is essential for building strong number fluency and freeing up working memory to access more complex mathematical concepts.

DfE guidance, Ofsted’s Mathematics Research Review (2021), and NCETM’s mastery principles emphasise that automaticity in number facts is not incidental: it must be explicitly planned for and practised frequently to embed recall into long-term memory.



Evidence-informed strategies used to teach and practice include:

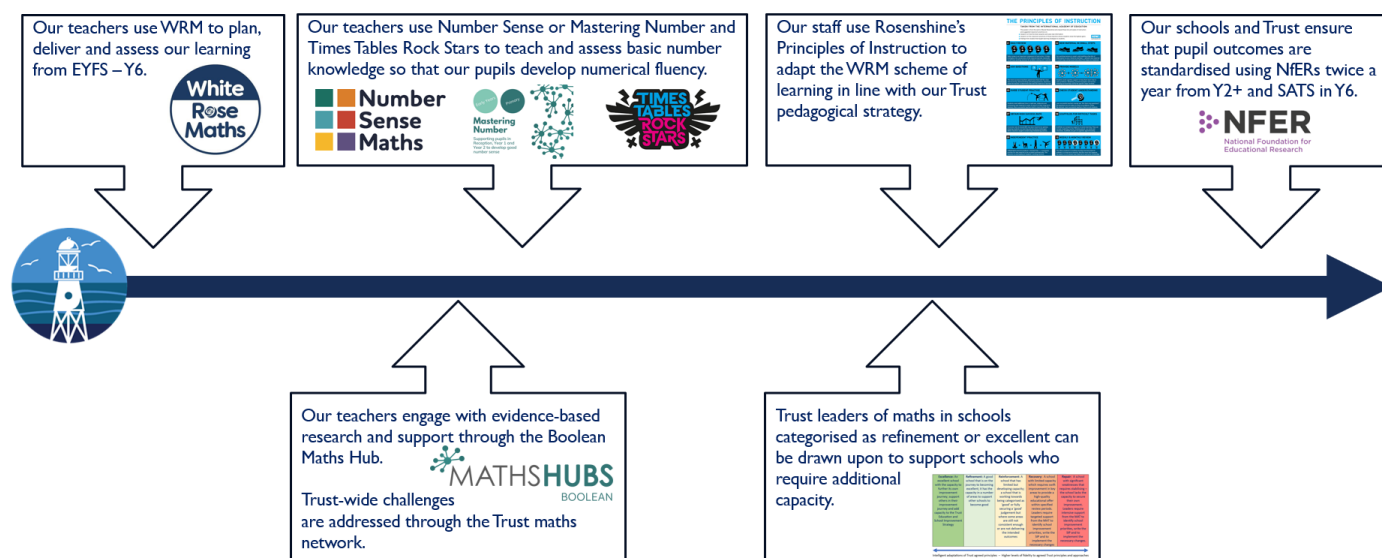
- **Daily fluency practice:** Short, focused sessions embedded in the school day for regular rehearsal of number bonds and multiplication facts.
- **Spaced and interleaved practice:** Systematic revisiting of number facts over time to ensure durable retention and recall.
- **Use of visual representations:** Number lines, tens frames, part–whole models and arrays build conceptual understanding alongside procedural fluency.
- **Verbal rehearsal and stem sentences:** Embedding mathematical vocabulary and reasoning through talk supports memory and connections.
- **Games and competitive recall activities:** Engaging formats that build speed, motivation and accuracy.
- **Cumulative teaching sequences:** Introducing facts in a logical progression, linked to conceptual understanding rather than isolated rote memorisation.

To support the deliberate and systematic teaching of number facts, our schools typically use:

- **Number Sense Maths** (EYFS, KS1 and lower KS2) to teach both **number bonds** and **times tables** through visual structures, consistent language, and daily practice. The programme builds deep understanding and fluent recall by progressing from concrete representations to abstract reasoning in a carefully sequenced way.
- **Times Tables Rock Stars** (KS2) to provide motivating and structured opportunities for frequent multiplication and division fact practice, enabling pupils to build speed, accuracy and automaticity over time.

Assessment

Alongside daily assessment within lessons through the use of ‘checking for understanding’ and the analysis of independent work, teachers use NFERs twice a year in Years 2-6 to inform their judgements around the achievement of pupils. These tests enable teachers to gain an understanding of how well pupils are remembering and understanding the entire curriculum using standardised tests.



The LSP Reading Strategy

At LSP, we believe that reading is the key that unlocks the whole curriculum and gives children access to a world of opportunity this is why we prioritise reading throughout our curriculum.

The intent of our curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language and to develop their love of literature through widespread reading for enjoyment.

We believe that reading will not only support pupils to become successful academically but that books can transport them to imaginary places full of happiness, hope and laughter. Working in partnership with parents and carers, we make sure that **all** children can access reading and our aim is to provide endless opportunities for every child to become a reader.



We know that children do not simply 'become' readers - fluency and accurate, reading for purpose and pleasure are the result of careful and consistent teaching and frequent practice. Each element of reading is explicitly taught in our schools so that pupils can become proficient in the skills they will need to independently apply them therefore:

- decoding, fluency and comprehension (verbal and written) are taught discretely.
- reading for purpose is built into lessons across the day.
pupils are given deliberate opportunities to read for choice in school and at home.
- pupils are exposed to a rich and diverse diet of fiction, poetry and non-fiction texts.
- story time at the end of each day allows children to engage in storytelling.
- SLCI is prioritised to ensure high quality speaking and listening skills
- where pupils do not meet the expected standard for their age and stage of development, swift intervention taken.

The programmes of study for reading in EYFS and at Key Stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

Our approach to teaching reading focuses on developing pupils' competence in both dimensions and we know that different kinds of teaching are needed for each.



Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to children in Reception and Year 1.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils are explicitly taught and encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech for this reason texts are carefully chosen by leaders and teachers to ensure breadth and depth across a range of genres and themes. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

Phonics at LSP

At LSP our schools use Unlocking Letters and Sounds to deliver phonics. Through ULS children will learn the 150+ graphemes that are represented by the 44 phonemes of the English language along with common exception words (CEWs) in a planned, progressive way. This is achieved through daily phonics lessons, reading practice using fully decodable books matched to the child's phonic knowledge and daily handwriting practice.

We use ULS because it includes everything our schools need to teach phonics well.

We begin teaching phonics in the first few weeks of term 1 in Reception and children make rapid progress in their reading journey. Children begin to learn the main sounds heard in the English Language and how they can be represented, as well as learning 'Common Exception' words for Phases 2, 3 and 4.

They use these sounds to read and write simple words, captions and sentences. Children leave Reception being able to apply the phonemes taught within Phase 2, 3 and 4. [Link to Phase 2 'Actions, Images and Letter Formation' document](#) (available to download from the 'Phase 2' section of the platform) In Year 1 through Phase 5a, b and c, they learn any alternative spellings and pronunciations for the graphemes and additional Common Exception Words.

By the end of Year 1 children will have mastered using phonics to decode and blend when reading and segment when spelling. In Year 1 all children are screened using the national Phonics Screening Check.

In Year 2, phonics continues to be revisited to ensure mastery of the phonetic code and any child who does not meet age related expectations will continue to receive support to close identified gaps.

To ensure no child is left behind at any point in the progression, children are regularly assessed and supported to keep up through bespoke 1-1 interventions. These include GPC recognition and blending and segmenting interventions. The lowest attaining 20% of pupils are closely monitored to ensure these interventions have an impact.



Reading Scheme

At LSP we promote a 'phonics first' approach and in both our guided reading sessions at school and in the books children take home, texts are very closely matched to a child's current phonics knowledge so that every child can experience real success in their reading. In these crucial early stages of reading we primarily use books from Ransom Reading Stars Phonics, to ensure complete fidelity to the Unlocking Letters and Sounds progression we follow.

Once children progress beyond decodable texts, they move onto the schools chosen book scheme so that they can continue to progress in their decoding, fluency and comprehension skills to become avid, expert readers.



Teaching Reading After Phonics

Whole class teaching of reading is proven to be both efficient and effective. Pupils in our schools are taught to read (word reading and comprehension) through whole class, reading sessions. After phonics this is the most important opportunity that teachers have to explicitly teach pupils the different strands of reading.

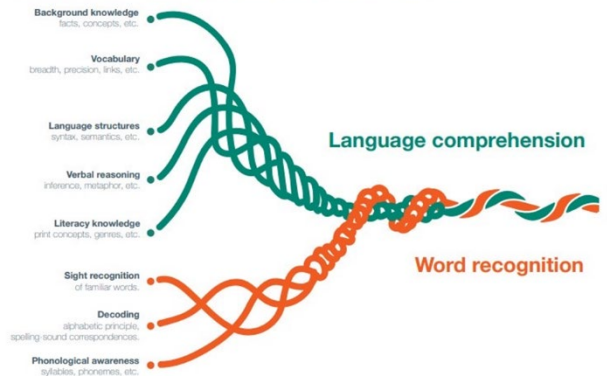
Levelled reading books/ texts may be used in these sessions as the words, language and content are pitched appropriately for the age and stage of reading development (particularly useful for teaching decoding and fluency). Teachers may also deliberately choose to use another text/ book e.g. which is being

used to support the teaching of writing or a non-fiction text which will also support learning in other areas of the curriculum, particularly as children progress through KS2.

Key features of whole class reading sessions:

- Whole class explicit instruction led by the class teacher
- 100% participation, 100% engagement from all pupils with multiple opportunities throughout the session to 'show what you know' through back and forth exchanges
- Use of 'real' fiction, non-fiction and poetry texts to teach with – a mixture of texts on the board and in their hands, should be used so that pupils are given the opportunity to 'touch' texts and practice reading skills with the books in front of them
- Explicit teaching of tracking – finger pointing – finger gliding – ruler
- Multiple opportunities to practice decoding new words, develop reading fluency and prosody at the appropriate age and stage of development
- Written outcomes demonstrated throughout the session via whiteboards or work in books so that children have opportunities to respond in written form
- Think-pair-share opportunities to discuss ideas and understand the text and respond to what has been read
- Interrogation of texts using a range of techniques e.g. line by line read, passage read etc.
- Explicit instruction around how to read and retrieve information from non-fiction texts
- Exposure to test format questions
- Discussion and debate
- Retrieval and inference
- Prediction, questioning, clarifying and summarising

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING*



How do we teach children to become fluent readers through whole class teaching sessions?

We want all our children to become fluent, confident readers who enjoy reading and are motivated to do it often. We understand that fluency is a vital bridge between decoding and comprehension – without it, children focus so much energy on decoding words that they have little cognitive space left to understand what they are reading.

Fluency is more than speed – it includes accuracy, automaticity, and prosody (reading with expression and appropriate phrasing). Teaching fluency is not left to chance: it is explicitly taught and carefully modelled, and children are given frequent, purposeful opportunities to practise throughout the school day.

To support children in developing fluency, we:

1. **Model fluent reading** - regularly during whole-class and group reading sessions, using adult-led reading to demonstrate expression, phrasing and pace.

2. **Use echo reading**, where the adult reads a section of text with fluency and expression, and the children repeat it back, mirroring tone and phrasing.
3. **Use choral reading**, where the class reads aloud together, helping build confidence and reinforce automaticity.
4. **Use paired reading** - children read with a partner, taking turns to model and support one another's fluency.
5. **Use reader's theatre** - children rehearse and perform a script or passage, focusing on voice, expression and intonation to bring meaning to the text.
6. **Include repeated reading**, where children re-read familiar texts to build speed and confidence.
7. **Provide daily opportunities to read aloud**, both with adults and peers, across different subjects and contexts.
8. **Track fluency development** through regular assessment of accuracy, pace and prosody, allowing us to tailor support where needed.

Teaching Tracking

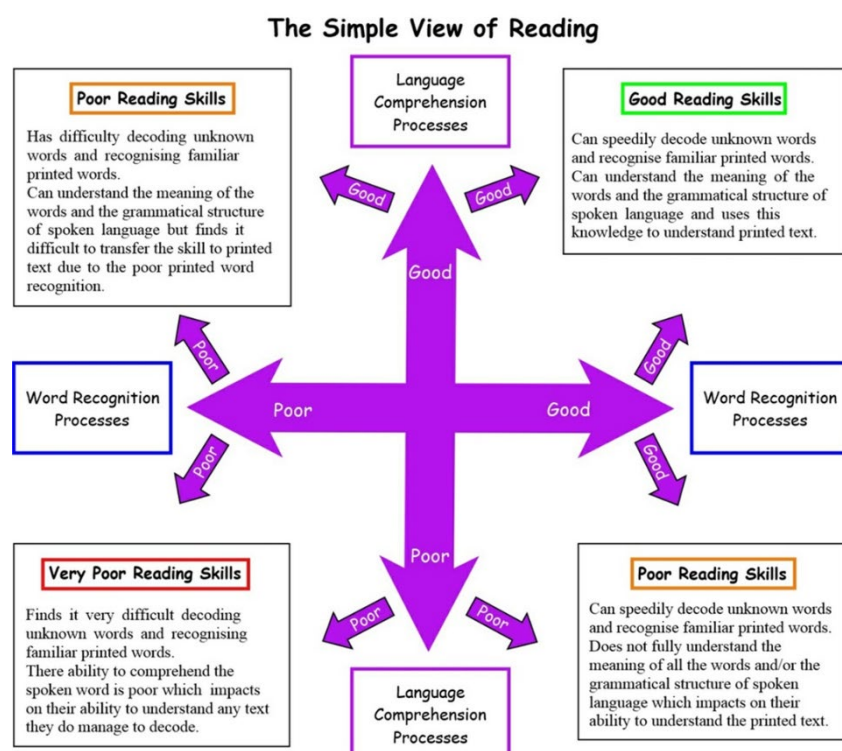
Explicit teaching of directional tracking is an essential part of teaching reading fluency so that pupils can become accurate readers – the key is that pupils should always be smoothly tracking the word being read. As pupils become confident in their reading they should move from pointing to individual words to gliding along lines with their finger to using a ruler. In whole class sessions, this also enables the teacher to ensure that pupils are participating and engaging fully with the learning.



How do we teach pupils to comprehend texts through whole class teaching sessions?

Reading is composed of two key elements: word recognition and language comprehension. This model of reading requires both components to be in place. Although decoding is an essential skill, it's not sufficient on its own. Understanding what is written in texts is central to efficient and enjoyable reading.

This model is often represented as the 'Simple View of Reading'.



We know that comprehension strategies should be introduced to children when appropriate and they should be encouraged to practise them regularly. In our reading sessions we introduce the strategies, modelling how to use them and then support children to use them through guided instruction before independent application so that they can track meaning in text.



During reading sessions teachers model and support children to use a range of reading comprehension strategies so that they read for meaning, these include:

1. **Monitoring understanding and solving problems** - Proficient readers monitor themselves as they read, check for accuracy and check that the text makes sense. In order to achieve this, children need explicit instruction to:
 - become aware of their thinking as they read
 - detect confusions that derail understanding
 - understand how the use of reading strategies can help them repair meaning when it breaks down
2. **Rereading the text** – Rereading a text provides an important function in the reading process, one which efficient readers do (often without being aware of it). Rereading helps children to:
 - develop greater accuracy in reading fixing previous errors in decoding
 - develop a deeper understanding of what they have read
 - read with greater fluency, allowing them to attend to the meaning of the text
3. **Activating prior knowledge** – Activating prior knowledge is a key strategy which supports children’s understanding, enabling them to draw on what they already know about a subject and to apply it when reading a new text. It allows the reader not only to re-interpret information but also to acquire new knowledge.
4. **Predicting before and during reading** – Prediction is closely linked to the use of prior knowledge, providing a framework for children to anticipate before or during reading what might occur in a text. It requires the reader to actively engage with the text, to search for sources of information and to come to a conclusion as to whether their predictions were accurate or not.
5. **Exploring vocabulary and clarifying words and phrases to support understanding** – Vocabulary occupies an important position in learning to read. A child’s understanding of individual word meanings has a direct impact on their ability to understand connected text. Children need to recognise when their understanding of a text breaks down as a result of an unfamiliar word or phrase. There is a need for teachers or other adults to support the clarification process.



6. **Generating questions** – Question generating promotes higher levels of comprehension. An important aspect of reading is being able to interrogate the text and select and articulate a question to a teacher or other adult. Modelling of this strategy is essential before children are required to generate their own questions.

7. **Visualising: creating a visual image of the text** – An important aspect of reading is the creation of visual images as you read, thus clearly engaging with the author and the text. This cognitive activity is intuitive to effective readers but can be enhanced through instruction and support. Periodically pausing when reading and asking children to imagine a setting or character, for example, supports the comprehension process.



8. **Making inferences** – Inference is crucial to understanding the comprehension process as a whole. There are different types of inference, some of which are used ‘in the moment of reading’, whilst others are used when a reader reflects on what has been read.

- **Cohesive inferences** are made automatically, for example, pronoun resolution, when the reader must determine who a pronoun relates to.
- **Bridging inferences** are made by linking two pieces of information which form a connection between ideas that are clearly stated and those that are left implicit e.g. the unstated cause of an event.
- **Predictive inferences** are those that the reader might use to predict future episodes in the text. They will need to draw upon their prior knowledge to use this strategy.
- **Evaluative inferences** are based on life experience and knowledge; they require the reader to respond emotionally to a text and make inferences about characters feelings and emotions.

9. **Summarising** – This is a key strategy, requiring the reader to reflect on what they have read and draw out themes or key pieces of information from a text. It enables them to differentiate between main and subsidiary ideas. Synthesising ideas from a text is a step beyond summarisation, involving combining ideas from across a text and merging these into their own knowledge base.

10. **Identifying text structures and understanding text features and language** – This strategy enables the reader to determine from the outset what type of text they are reading – narrative or non-narrative. Knowledge of story schemas and different genres in narrative writing and typical non-narrative text structures enhance their understanding. This strategy is linked to that of prediction.



Storytelling in LSP Schools

Whether children are in their first day of Reception or the last day of Year 6, children in our schools engage with a class story every day. This session is an opportunity for pupils to listen to and engage in a session led by an adult who can model reading a story in an interesting and engaging way. The main aim of storytelling is to breathe life into the words, capturing children’s attention rather than simply entertaining them.

Strategies which may be used during storytelling:

Text	Pupils could have their own copy of the text to track along with or the teacher shares the text from the front
Voices	<p>Choose the best voice for:</p> <ul style="list-style-type: none"> the narrator: a neutral voice that won't detract from the characters' voices or a voice that gives away what the narrator is thinking the main characters: high- or low-pitched? quick or slow? <p>Not everyone can imitate accents successfully, but real life offers a multitude of voices to draw on: the needy 'Could you make me a cup of tea?'; the 'I'm so disappointed in your behaviour'; the voice for interviews; the 'furious' voice when something goes wrong.</p> <p>Remember, the voices have to be maintained for the whole story. If there are too many, it can be difficult for the children to identify them.</p>
Pauses	Decide on the best places to pause to convey shock, concern or, sometimes, just to tease. Pausing builds anticipation.
Word meanings	<p>Wait until the second reading to explain words.</p> <p>Tell the children the meaning: if they already know it, there is no point in asking; if they don't, the question is pointless and encourages only guessing. If only a few children guess, it will distract others from the story. Even if some children do know the meaning, it might not be, in any case, the correct meaning in the context of the story.</p> <p>Use short asides to explain a word or a specific use of a familiar word to avoid disrupting the flow, such as '<i>leapt</i> – that's a big jump' or – in the context of the story – '<i>a spin</i> – that's a fast ride in a car'.</p>
Asides	<p>Use asides to show reactions to particular events:</p> <ul style="list-style-type: none"> 'I can't believe he did that!' 'Oh, my goodness. He's not happy.' 'Whatever will he do next?'
Memorable words and phrases	<p>Colour your voice to give words meaning: whooped, wondered, wailed or to convey an action: sprouted, quivered, squirmed.</p> <p>Emphasise memorable words and phrases. These will feed into children's vocabulary and awareness of the syntax of literary texts and increase their comprehension.</p> <p>Use phrases from the story later in different contexts, when children know it well. For example, when they recognise: 'Is there room on the broom for a dog like me?', they can enjoy being asked, 'Is there room at the table for a teacher like me?'</p>
Illustrations	<p>Decide which pictures to show – and when.</p> <p>If you have decided to show a picture, give the children enough time to look at it.</p>

The LSP Writing Strategy

At LSP, the teaching of writing, within the English curriculum has been carefully considered to enable our pupils to become confident and creative writers. Because we are dedicated to ensuring that all children are passionate about reading and writing our units of work are underpinned by high-quality fiction and non-fiction texts, as well as poetry so that children are immersed in 'real writing' and are deliberately taught ambitious vocabulary which is matched to their age and stage of development as well as the genre being studied.

The programmes of study for writing in EYFS as well as in key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

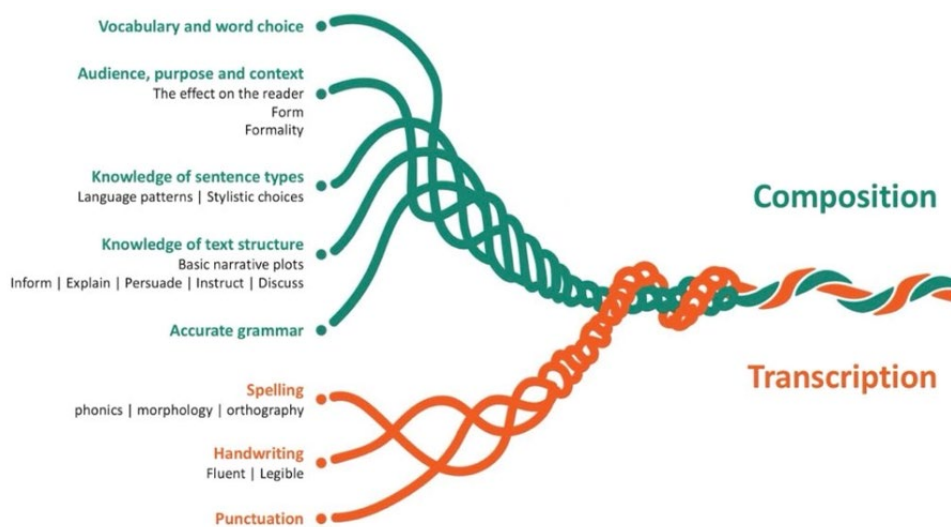
Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Our Primary Writing Progression document, progressively maps out the knowledge and skills that children must master within each year group from Reception to Year 6 mapped against the aims and objectives of the National Curriculum (KS1 and KS2) and Development Matters (EYFS).



Writing

At LSP we have used the writing rope to coordinate the different components of writing and develop our writing strategy that ensures that the different strands of writing are taught explicitly. We know that children do not simply 'become' writers - fluent and accurate, writing for purpose and pleasure is the result of careful and consistent teaching and frequent practice.



Each element of writing (transcription and composition) is explicitly taught, using our agreed approach to teaching and learning, so that they can become proficient in the skills they will need to independently apply.

- Pupils are exposed to a rich and diverse diet of fiction, poetry and non-fiction texts
- Handwriting is taught discretely and is applied in writing sessions
- Spelling is taught discretely from Year 2 upwards, pupils are taught to apply phonics in writing at the same time as being taught to decode
- Vocabulary, grammar and punctuation are woven into the teaching of writing lessons daily
- Composition is taught throughout well planned units of work which are broken down into small steps so that by the end of each unit children are able to independently write a complete 'piece' using the knowledge and skills they have been taught and have learnt

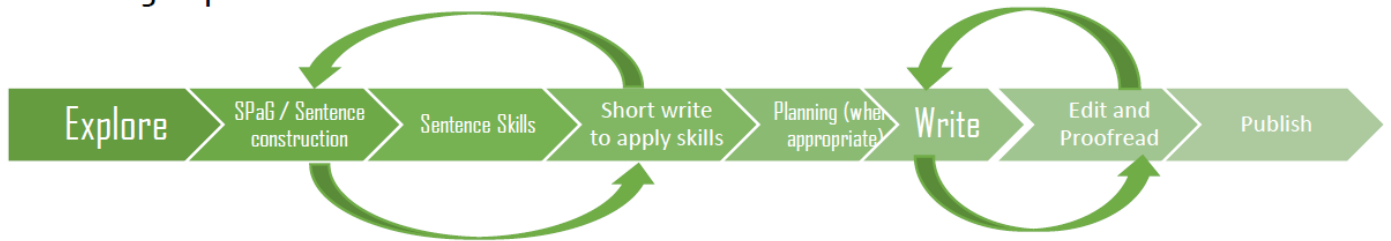
The writing Sequence

Within each phase of the curriculum we have broken down the sequence of writing into 3 phases – explore, practice write. As pupils journey through the sequence they will be explicitly taught the knowledge and skills they need (matched to the writing progression programme of study expectations) to write independently using vocabulary and ideas from the context of a high quality text.

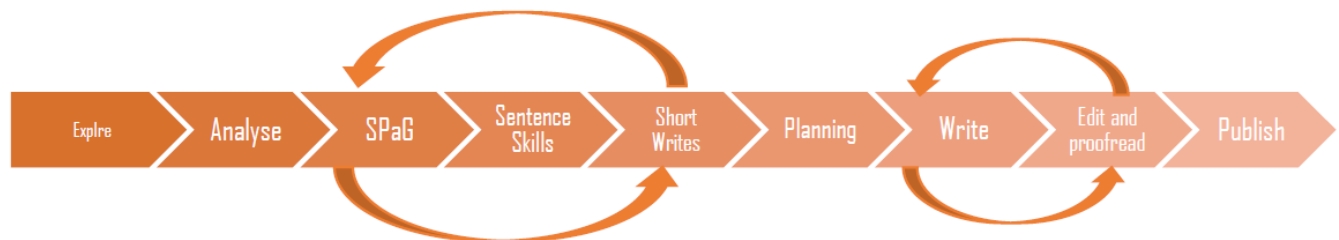
The Writing Sequence – Reception and Year 1



The Writing Sequence – Y2



The Writing Sequence – KS2



Within each stage of the writing sequence we will see some of the following techniques being used

Writing Sequence		
Explore	Practice	Write
Reading quality texts Hooks: Books Videos Pictures Films Events Drama Text features Writing purpose Wagolls Trips and experiences Text extracts	Modelling Paired Shared Modelled Slow writing Short burst Guided writing Free writing Grammar practice Vocabulary development Spelling practice Oral rehearsal	Drafting Independent Paired Planning Proof reading and editing Publishing

Explore	<ul style="list-style-type: none"> - Exploration of high quality text or other stimulus. - Use of drama to identify with the text and/or characters. - Use of videos or real life situations to engage and inspire.
Analyse	<ul style="list-style-type: none"> - Exploring the text and identifying the language features of focus genre.
SPaG	<ul style="list-style-type: none"> - Direct teaching of SPaG from National Curriculum and appropriate for chosen genre. - Retrieval of previously taught skills.
Sentence Skills	<ul style="list-style-type: none"> - Lessons broken up into small manageable chunks with high quality modelling of a SPaG focus or sentence construction. - Following an initiate (gathering ideas and vocabulary), model (teachers modelling a sentence of sentences) and enable phase (children to use the model to create their own high-quality sentences).
Short writes	<ul style="list-style-type: none"> - Opportunity to practice and apply skills taught through SPaG and sentence skills sessions.
Planning	<ul style="list-style-type: none"> - Linked to independent version of writing focus. - Planning could be shared, through a story map or flow charts.
Write	<ul style="list-style-type: none"> - Initial independent draft based on focus writing genre and objectives of the unit
Edit and proof	<ul style="list-style-type: none"> - Teacher taught review process which could include editing slips for re-write.
Publish	<ul style="list-style-type: none"> - Final publication of part or whole piece of writing

The Foundation Curriculum

At the Lighthouse Schools Partnership, we are committed to ensuring that the planned curriculum becomes the enacted curriculum, and crucially, that it is learned by all pupils. Our foundation curriculum is taught discretely to ensure that each subject retains its disciplinary integrity, with interdisciplinary links made where appropriate to enhance coherence and deepen understanding. For example, links between history and geography or between science and computing are carefully mapped where they support conceptual understanding without diluting subject specificity. This ensures that pupils develop a clear understanding of what it means to think like a historian, a geographer, a scientist, or an artist.

We understand that curriculum implementation is not simply delivering content, but involves expert teaching, careful modelling, scaffolding, and the use of retrieval practices to ensure that knowledge and skills are retained in long-term memory. Therefore, we ensure that time allocations are protected and monitored so that all subjects receive the necessary curriculum time for meaningful delivery and depth.

We firmly believe that all children should be able to access every National Curriculum subject. The table below is a rough guide to how much time should be spent on each of the curriculum areas per block and per year.

Subject	Hours per week	Subject	Hours per week
English (incl. Reading/Phonics, Writing, SPaG)	8 hours	Maths	5 hours
Science	1.5 hours	RE	1/ 1.25 hours
PE	2 hours	Languages (KS2)	0.5 hour
History (alternating)	1 hour	PSHE	0.5 hour
Geography (alternating)	1 hour	Computing	0.75 hour
Art	1 hour	Music	0.5 hour
DT	1 hour		

From Planning to Learning

We are intentional in ensuring that:

- **The planned curriculum (intent)** is clearly defined in our Trust long and medium term planning.
- **The enacted curriculum (implementation)** is realised in classrooms through high-quality teaching, subject-specific pedagogy, and coherent sequencing.
- **The learned curriculum (impact)** is evidenced through what pupils know, remember and can do, both in the short and long term.

In order to implement a broad and balanced curriculum a deliberately selected mixture of Trust developed subject curriculum planning complemented by schemes of learning are used by teachers – where schemes of work are used they are carefully selected and are intelligently adapted by leaders and teachers to meet the intent of our curriculum. Details about individual subjects can be found on the LSP Curriculum Share Point.



The Approach to Pedagogy











The LSP Pedagogy Framework (based on Barak Rosenshine's Principles of Instruction) provides us with a framework of instructional techniques to use within our classrooms, allowing our teachers to design and create a lesson that fits the need of their students. When skilfully used, the LSP Pedagogy Framework will ensure every LSP student is receiving high quality, evidence informed teaching every lesson, every day because teachers will use a flexible and responsive approach to teaching, making real time adjustments so that all pupils receive the right level of challenge and support.



These principles give us a common language and understanding to use within and across our schools and Trust. They support coaching and CPD at both school and Trust level and allow our teachers to have professional discussions about the art, craft and science of teaching.

The ten principles have been split into four strands with key aspects within each strand. These are not a checklist! The principles should be used to carefully create and deliver a series of lessons by drawing on different elements in different degrees to secure the learning objective or outcome for that lesson.

The LSP Pedagogy Framework booklet provides an overview of each strand and element. It gives an overview of the research and what this looks like in the classroom. It provides reflective questions for our teachers and links to Walksthrus and further to support continued professional development.

LSP Assessment Principle	LSP Assessment Procedures to Support this Principle
 Daily/last lesson review	Learning from the previous lessons can be resurfaced. This is a powerful technique for building fluency and confidence and is important when we are about to introduce new learning.
 Weekly /monthly/ termly review	Previously learned material is not forgotten and frequent revisiting of a range of materials forms a more extensive schemas in our students.
Questioning and checking for understanding	We ask more questions, to more students, in more depth so that...
 Ask questions	Effective questioning lies at the heart of great teaching and is a highly interactive, dynamic and responsive process.
 Checking for understanding	To give us feedback about how well the material we've taught has been understood, and to ensure misconceptions are flushed out and tackled.
Sequencing concepts; modelling and scaffolding	We plan these elements of instruction before we get into the classroom so that ...
 Present new materials using small steps	Practice with each stage by breaking down our concepts and procedures into small steps so that each can be practised.
 Provide models	Models are a central feature of providing good explanations and help students to learn to solve problems faster.
 Provide scaffolds for difficult tasks	Students develop expertise so scaffolds can be gradually withdrawn.
Stages of practice	We present new material in small steps with student practice after each step so that...
 Guide student practice	We closely supervise students' initial attempts to build confidence and make sure they don't make too many errors.
 Obtain a high success rate	We set tasks that, with sufficient practice, allow students a high success rate. Tasks with high success rates allow students to reinforce error free, secure learning, improving fluency.
 Independent practice	We make time for students to do the things they've been taught (when they are ready!)

The Pedagogy Framework is not a lesson plan. Different lessons in a learning sequence will require a different focus: some might have more explanatory modelling; others more questioning or more independent practice. You might have whole lessons of practice and whole lessons of teacher modelling and questioning. You might not do 'review' every lesson. However, over a series of lessons that relate to a secure sequence, you might expect all elements of the principles to feature in some form.

Within a lesson you may move onto, between and back to different strands of the framework. Some, (for example, checking for understanding) will run strongly through all lessons.

Effective teachers will carefully plan how and when to use each strand and aspect. This model shows a suggestion of how strands and aspects can be embedded and used in different parts of the instructional process in an individual lesson.

Adaptive Teaching at LSP

Adaptive teaching is about continuously adjusting teaching, in real time, in response to children’s current learning needs, rather than pre-defining fixed tracks or ability groups. It involves **micro-adaptations** (moment-by-moment tweaks) and, when necessary, **larger adaptations** (for example, scaffolding or technology supports) to ensure that all children can access the same learning goals. For some children with a SEND need they may need differentiation of input or task as they are working significantly below ARE.

As Alex Quigley notes, adaptive teaching isn’t just “good teaching” (though that is part of it) — it is the **intentional, responsive, expert artistry** of teaching: listening to pupil responses, spotting misconceptions, intervening early, and changing direction when needed.

This approach stands in contrast to older models of differentiation, which often involved pre-prepared multiple worksheets or fixed ability grouping, sometimes lowering expectations for some children.

In short, adaptive teaching involves:

- **high expectations for all children.**
- **adjusting teaching and support as learning unfolds.**
- **making subtle, in-the-moment changes** based on how children are responding.
- **using information gained through checking for understanding** to shape teaching decisions.



Adaptive Teaching vs Differentiation	
Differentiation	Adaptive Teaching
<ul style="list-style-type: none"> • Pre-planned separate tasks for “low/middle/high” attaining groups • Risk of capping expectations for lower attainers • Time-consuming to prepare multiple worksheets. • Focus on “different work” 	<ul style="list-style-type: none"> • A common core task for all, with scaffolds or extensions provided as needed • Maintains high expectations – all children work towards the same learning outcome • Time used to plan key questions, scaffolds, and extensions that can flex in the moment. • Focus on “different support”

How Adaptive Teaching Connects To Teacher Standard 5

Teacher Standard 5 states that a teacher must “**adapt teaching to respond to the strengths and needs of all pupils.**” Key aspects include:

- **Knowing when and how to differentiate appropriately**, using approaches that enable pupils to be taught effectively.
- Having a **secure understanding of factors that can inhibit learning** (e.g. gaps in prior knowledge, language barriers, SEND, working memory, attention).
- Demonstrating awareness of pupils’ **physical, social and intellectual development** and being able to adapt accordingly.
- Knowing the needs of all pupils (SEND, high ability, EAL, disabilities) and being able to use distinctive teaching approaches to engage and support them.



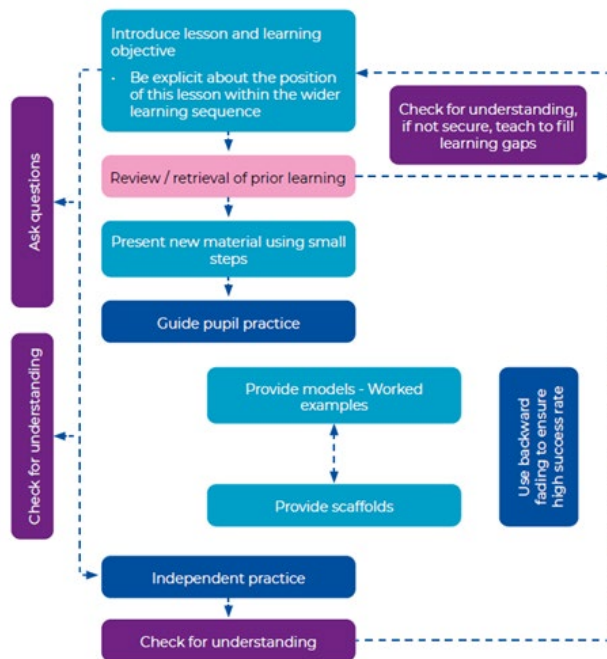
Moreover, the **Early Career Framework (ECF)** further sharpens this, warning that adaptive teaching is *less likely to be effective* if it leads to artificially distinct tasks or sets lower expectations, and advocating **flexible grouping** as a key strategy — though monitoring is needed to guard motivation, especially among lower-attaining pupils.

Therefore, adaptive teaching can be seen as an operationalisation of Standard 5: **it is how we live out that standard** in their daily lessons.

Adaptive Teaching And The LSP Pedagogy Framework

Adaptive teaching is not something we do instead of the LSP Pedagogy Framework, **it is how we effectively implement** this to support children to learn more and remember more as a result of our teaching.

- **Reviewing prior learning** – adjust the pace or revisit previous steps if children show gaps.
- **Presenting new material in small steps** – scaffold more for children who need it, move faster for those ready.
- **Asking lots of questions** – check for understanding and adapt explanations if misconceptions appear.
- **Guided practice before independence** – offer worked examples for some, provide challenge tasks for others.
- **Checking understanding frequently** – use hinge questions to decide whether to move on or reteach.



What Adaptive Teaching Looks Like in the Classroom

- Plan for a **core lesson objective**, then anticipate where children may struggle and prepare scaffolds or extension tasks.
- Embed **checkpoints / hinge questions** in the plan to guide adaptations.
- After the lesson, **reflect** on where adaptive moves were needed – what worked, what didn't, and why – and adjust future planning.
- Work closely with **SENCO, LSAs and specialist staff** to design effective scaffolds or adaptations for SEND children.



Below are more detailed examples of how a teacher might adapt in lessons, using flexible groupings, scaffolds, and metacognitive strategies.

Reading	
Lower attainers / SEND pupils	<ul style="list-style-type: none"> • Pre-teach challenging vocabulary and concepts before reading. • Use guided reading pairs or triads to scaffold decoding and comprehension. • Provide graphic organisers (e.g. story maps, question frames) to structure responses. • Use shared reading (choral reading / echo reading) to build fluency. • Think aloud about comprehension: "I'm pausing here because I notice I'm confused — let's re-read..." Use fluency strategies to support pupils
Higher attainers / extension	<ul style="list-style-type: none"> • Pose higher-order questions (e.g. "Why did the author choose this structure? What effect does this image have?"). • Allow them to lead peer discussions or compare with another text. • Ask them to devise their own inference questions or alternate endings.
Flexibly regroup mid-lesson	<ul style="list-style-type: none"> • If during reading you notice a cluster of pupils struggling, pull a quick small group to reteach a micro-skill (e.g. inference) while the rest continue. • Later, restore them to mixed groups or whole class discussion.

Writing

Lower attainers / SEND pupils

- Offer **writing frames or partially completed models** to scaffold structure and vocabulary.
- Use **joint composition**: teacher and pupil co-write a version, gradually releasing responsibility.
- Break the writing into **chunks** (planning, drafting, editing) and monitor each with check-ins.
- Ask pupils to articulate their plan before writing (“Talk it out first”).
- Carefully design talks that build on knowledge pupils have secured

Higher attainers / extension

- Challenge them to **revise for voice, nuance, and style** (perhaps incorporate figurative language or rhetorical devices).
- Encourage **peer critique** and editing with rigorous success criteria
- Ensure you are giving pupils the opportunity to achieve the GDS writing KPIs/ TAF statements

Flexibly regroup mid-lesson

- If during reading you notice a cluster of pupils struggling, pull a quick small group to reteach a micro-skill (e.g. inference) while the rest continue.
- Later, restore them to mixed groups or whole class discussion.

Mathematics

Lower attainers / SEND pupils

- Use **concrete manipulatives** (counters, base-10 blocks, number lines) to ground abstract concepts.
- Scaffold in **small incremental steps** — model each step, then let them try.
- Use **worked examples** with annotation, gradually removing scaffolding.
- Pose **scaffolded questions**: “What is the first thing you’d do? Why? What happens next?”

Higher attainers / extension

- Pose **open-ended or “low floor, high ceiling” tasks**, e.g. “What else could the number be? Why?”
- Ask them to **generalise patterns, conjecture, justify proofs** or explore variations.

Flexibly regroup mid-lesson

- If multiple pupils make the same error, pause and reteach that step to a small group while others continue with guided practice.
- After this, bring back the group and integrate them into the class flow.

Humanities

Lower attainers / SEND pupils

- Provide **visual aids, timelines, maps, labelled diagrams** to scaffold conceptual understanding.
- Use **structured note-taking templates** (e.g. Cornell notes, guided question frames).
- Ask **targeted multiple-choice or scaffolded questions** to check understanding.
- Use **think-alouds or modelling** when interpreting sources or maps.

Higher attainers / extension

- Ask for **cross-period comparison**, “what changed and why?”
- Encourage **independent mini-research** or presentation (e.g. debate a viewpoint).
- Pose **big conceptual questions** (causation, continuity, consequence) requiring higher-order thinking.

Flexible grouping example

- In a geography lesson, if a few pupils are struggling with reading the climate chart, group them for targeted scaffolded support while others work on interpretation questions.
- Once they understand, re-merge them with peers for synthesis.

Our Approach to EYFS

In order to ensure that children achieve well from the start we need to have high expectations around what our child will know, remember and do in the short, medium and long-term.

At LSP we believe that effective teaching and learning in the early years relies on:

- an ambitiously planned curriculum which is carefully sequenced to help children to build fundamental skills and conceptual understanding
- effective pedagogy involving a blend of different approaches. Children learn through direct instruction, guided and independent practise as well as through purposeful play.
- formative and summative assessment which has been used effectively to shape the structure of the learning journey so that all children can achieve and succeed.
- well-planned provision which supports pupils to engage frequently practise and consolidate what they have been taught within a high-quality enabling environment that is matched to the needs of the children.
- effective adults who use their expert knowledge of child development and the individual needs of the children in their class to engage, challenging and support pupils in their learning.



Curriculum

Our curriculum is everything we teach inside and outside of the classroom. It sets out the learning journey all our pupils will embark on from the moment they join us. At LSP we have a shared EYFS curriculum in English, KUW and PSHE, with a developing shared curriculum in the other areas. The curriculum we plan and teach to our pupils is demanding and ambitious; we know this because in the Early Years, the curriculum has been designed and developed in line with the EYFS Framework and is broken down using Development Matters.

Key knowledge and skills from the prime and specific areas of learning have been identified so that conceptual understanding can build incrementally across units of work, pupils time in EYFS and then as they transition onwards into the corresponding National Curriculum subjects (more information can be found in the specific subject overviews).

The chart below demonstrates how we match the curriculum in EYFS to that in of the curriculum in years 1-6 so that there is a clear and progressive transition in learning.

EYFS Prime areas of learning	Communication and Language	Physical Development	Personal, Social and Emotional Development
Link to National Curriculum in Years 1-6	English (reading and writing)	P.E and Early Writing	P.S.H.E

EYFS Prime areas of learning	Literacy	Maths	Understanding the World	Expressive Arts and Design
Link to National Curriculum in Years 1-6	English (reading and writing)	Maths	History Geography Science RE	Art Design and Technology

A typical timetable in EYFS at LSP

	Monday	Tuesday	Wednesday	Thursday	Friday
08:40 – 08:55	Morning work activities: free choice reading books, fine motor practice, name writing, number practice etc.				
08:55-09:00	Registration				
09:00 – 10:00	Writing input and English provision linked to focus text – teacher completes 1 group a day in books				
10:00 – 10:30	Phonics				
10:30 – 10:50	Breaktime				
10:50 – 11:45	Maths input and maths provision linked to MTP- teacher completes 1 group a day in books				
11:45 – 12:45	Lunchtime				
12:45 – 13:05	Guided reading and gross/ fine motor work				
13:05 – 13:25	KUW/ EAD input	Music input	PSHE input	KUW input	Jigsaw RE input
13:25 – 14:35	Continuous provision linked to curriculum with review time halfway through the session				PE
14:35 – 14:55	Collective worship				
14:55 – 15:15	Story time				

Effective use of pedagogical approaches in the EYFS

The LSP Pedagogy Framework is applied in EYFS. Pupils are brought together several times for whole class inputs which are led by the class teacher and are supported by highly skilled learning partners. Explicit instruction is used during these inputs using an 'I, We, You' delivery method to support pupils with their acquisition of new knowledge and skills. Explicit instruction is particularly helpful for supporting pupils with SEND, or those who may be disadvantaged, to make accelerated progress because it breaks down clearly what children need to do and how with multiple opportunities for deliberate practice with lots of questioning and feedback from adults.



Across the day we use a balance of different approaches to support our pupils to learn and develop as individuals: modelling, guided and direct teaching and continuous provision. This careful balance supports our children to make excellent progress from their starting points and to supports a successful transition to Year 1.

Mornings in EYFS: are when we teach daily discrete phonics, reading, writing and maths sessions. In September pupils are used to a completely continuous provision model as they will have just left Nursery so this is how teaching and learning begins – punctuated by shorts inputs.



Afternoons in EYFS: is typically where the wider curriculum is explicitly taught (UTW, EAD, targeted PSED sessions and PD). Following a direct input focussed on a specific area of learning from the curriculum, pupils engage in provision, scaffolded by highly skilled staff. Provision is linked to learning, is levelled and supports children to develop the knowledge and skills needed within the context of learning to reach GLD by the end of Reception. Purposeful play especially supports pupils to develop their skills in CLL and PSED.

Summative Assessment and Tracking

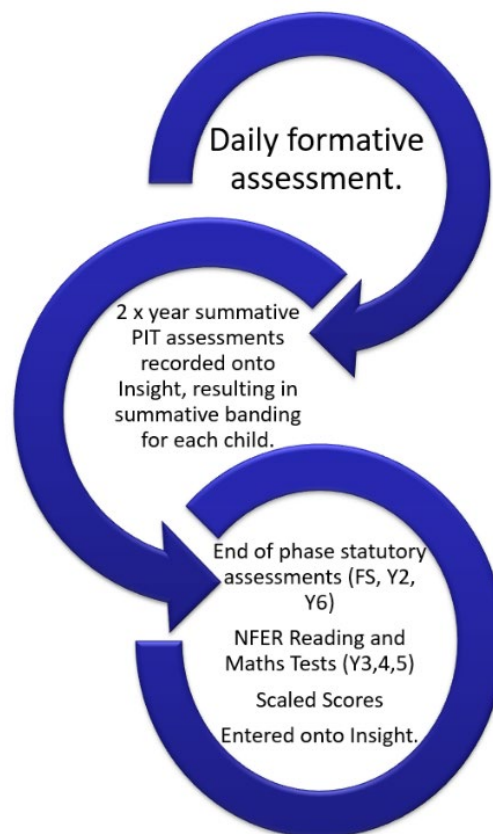
Assessment, pedagogy and curriculum are inextricably linked and, when the best of these are brought together well, they form the backbone of effective teaching. When assessment and feedback is sharply focused on the curriculum, and used as a tool of good pedagogy, teachers can maximise its value to improve the responsiveness of their teaching.



At LSP we use INSIGHT to track and analyse achievement in the core areas of reading, writing and maths. We have 4 key principles which underpin our approach to assessment:

LSP Assessment Principle	LSP Assessment Procedures to Support this Principle
Assessment is at the heart of teaching and learning - it provides evidence to guide teaching and learning.	<ul style="list-style-type: none"> Teachers continuously assess children using formative and, at appropriate times, summative assessment in order to inform teaching. LSP teachers have developed our KPIs which assess key aspects of children's learning within reading, writing and maths.
Assessment is honest and consistent - judgements are moderated by experienced professionals to ensure their accuracy.	<ul style="list-style-type: none"> Summative assessment across LSP schools is consistent – we use shared objectives, shared language, a shared tracking system and a shared assessment timetable. Leaders in LSP trust their teachers to make honest and accurate assessments. CPD and support is put in place to support staff to do this. LSP schools moderate their assessments in school and across our Trust (twice a year). Shared KPIs, standardisation and language of summative assessment ensure that this is effective. Lead and Consultant Teacher support this process. Our tracking system uses point in time assessment that allows us to accurately assess children's depth of learning rather than coverage.
Assessment is ambitious – it places achievement in context against nationally standardised criteria and expected standards and objectives set high expectations for learners.	<ul style="list-style-type: none"> We have clear KPIs with clear descriptors of depth. This ensures our teachers are teaching for depth and mastery. Our tracking system allows us to assess and track depth of learning. Our tracking system allows us to track pupils' progress across terms, years and key stages. Our tracking system allows us to identify gaps in learning on an individual, class and year group basis. All our schools administer yearly standardised tests in reading and maths to allow cross school comparison. These sit alongside teacher assessment on our tracking system. Summative assessment data is scrutinised at a school and Trust level – we are challenged to ensure high outcomes for all pupils.
Assessment is appropriate - it should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.	<ul style="list-style-type: none"> We know that we do not need to assess every objective in the NC, so we have developed our own KPIs to assess key parts of children's learning. These will be constantly reviewed to ensure they are supporting teaching and learning and well prepared for the next stage in their learning. To record our assessments LSP have chosen a shared tracking system that is simple and effective to use at every level – teacher, SLT and MAT. We have a shared assessment timetable that supports appropriate summative assessment.

Summative assessment data is collected at least twice a year by Headteachers as part of pupil progress meetings where achievement of pupils is discussed and moderated by senior leaders before school standards reviews with a member of the central education team. Where schools are in a category of concerns this is increased to 3 times per year.



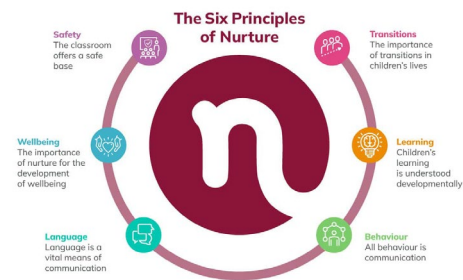
LSP Assessment Timeline

Statutory Assessments/ Additional support assessments for schools in Repair and Recovery

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Reception Baseline		PSC Practice (for pupils who did not pass the Y1 PSC)		MTC Practice	Y4 MTC (for pupils scoring less than 20)	KS2 SATs Practice
	SSP Phonics Assessments/ Book Sets (Phonics) on Insight						
Autumn 2	SSP Phonics Assessments Book Bands on Insight						
Spring 1	TA 7 Key Areas EYFSP	PSC Practice Maths: KPIs Writing: KPIs	PSC Practice (for pupils who did not pass the Y1 PSC) Maths: NFER Y2 Autumn Reading: NFER Y2 Autumn Writing: TAF	Maths: NFER Y3 Autumn Reading: NFER Y3 Autumn Writing: KPIs	Maths: NFER Y4 Autumn Reading: NFER Y4 Autumn Writing: KPIs MTC Practice	Maths: NFER Y5 Autumn Reading: NFER Y5 Autumn Writing: KPIs Y4 MTC (for pupils scoring less than 20)	KS2 SATs Practice Writing: TAF
	SSP Phonics Assessments/ Book Sets (Phonics) on Insight						
	LSP Moderation 16 th January						
Spring 2		PSC Practice	PSC Practice (for pupils who did not pass the Y1 PSC)	Maths: NFER Y3 Spring Reading: NFER Y3 Spring	Maths: NFER Y4 Spring Reading: NFER Y4 Spring MTC Practice	Maths: NFER Y5 Spring Reading: NFER Y5 Spring Y4 MTC (for pupils scoring less than 20)	KS2 SATs Practice
	SSP Phonics Assessments/ Book Sets (Phonics) on Insight						
Summer 1		PSC (for key pupils)			MTC Practice	Y4 MTC (for pupils scoring less than 20)	
	SSP Phonics Assessments/ Book Sets (Phonics) on Insight						
LSP Moderation							
Summer 2	EYFSP	PSC Reading: PSC and fluency Maths: KPIs Writing: KPIs	PSC retakes Maths: NFER Y2 Spring Reading: NFER Y2 Spring Writing: TAF	Maths: NFER Y3 Summer Reading: NFER Y3 Summer Writing: KPIs	MTC Maths: NFER Y4 Summer Reading: NFER Y4 Summer Writing: KPIs	Maths: NFER Y5 Summer Reading: NFER Y5 Summer Writing: KPIs Y4 MTC (for pupils scoring less than 20)	KS2 SATs and TA Writing and Science
	SSP Phonics Assessments/ Book Sets (Phonics) on Insight						

Supporting Positive Relationships and Behaviour

We know that there is a strong correlation between the way in which pupils engage and participate in learning and their eventual outcomes academically, socially and emotionally. Research into child development, neuroscience and attachment theory indicates that pupils thrive and learn best when they feel safe and feel a sense of belonging LSP schools seek to 'live out' the values outlined by Nurture UK's 6 principles- a relational approach to education.



Authors: Eva Holmes and Eve Boyd


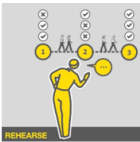
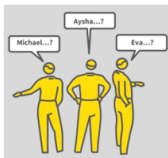
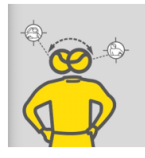
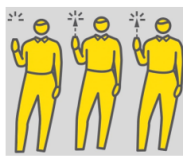
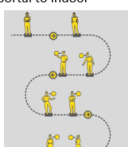
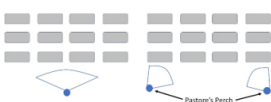

We believe that behaviour is a form of communication and therefore seek to understand the needs and influences on our children and adults in order to determine the actions and strategies that will work best to manage and support.

Rigour and consistent structures and deliberately taught routines are embedded as part of our universal provision to enable all to feel safe. It is the job of every adult in school to deliberately teach and uphold the agreed routines and structures so that there is a common understanding of 'the way we do it in our school'. We promote active listening as part of the process to understand our children and encourage the restoration and repair of relationships where needed. We believe that this approach will enable children and adults to develop a true sense of belonging and as a result thrive in our schools. For this reason, our schools have a collective, proactive and positive approach to behaviour expectations guided by our Nurture approach outlined within their Behaviour and Relationships Policy.

We explicitly teach and deliberately practise daily: our routines, our structures and our expectations to ensure that our children develop habits of self-discipline so that they can engage purposefully and meaningfully with learning, each other and the adults in their lives.

Our school's culture and curriculum are intentionally designed to maintain a relentless and collective focus on positive behaviours for learning and life and in turn the skills of managing positive social interactions.

We believe that children thrive in a culture of high expectations supported through a common understanding of a core set of agreed strategies, strong routines and boundaries that are consistently applied by all members of staff who develop and maintain positive relationships with them. We therefore encourage our schools to create a common set of strategies which are used by teachers consistently across the school so that there is predictability for pupils, an example of which is below.

<p>Strategies to Support Positive Relationships and Behaviour</p> 	<p>We... establish and rehearse routines for every common situation pupils encounter.</p> <p>Effective teachers establish simple routines so children know precisely what to do, when, and how, so that we can all focus on the learning.</p> <ul style="list-style-type: none"> Establish the routine, describe and model them explicitly Repeat the routines like a rehearsal giving pupils clear feedback until you get the level of success you want and it is automatic Do not allow the routines to slip below what you expect! Reinforce routines constantly and consistently STAR 	<p>We... use positive framing to maintain high expectations through positive reinforcement.</p> <p>Effective classroom managers frame correction using positive reinforcement to secure the behaviours they want.</p> <ul style="list-style-type: none"> Be precise so pupils are clear about what you expect to see and hear Use pupil's names as much as possible When pupils do not meet your expectation reassert what you want – don't describe their behaviour 'Blake, I'd like you looking this way.' Assume confusion over defiance 	<p>We... use signal, pause, insist to establish routines and maintain high expectations.</p> <p>Effective teachers give precise, consistent signals to manage classes and insist on the response.</p> <ul style="list-style-type: none"> Select a clear and easily reproduced signal that you will use to gain attention Teach pupils the signal explicitly and practice it multiple times Use the signal by standing facing the class, scan the room and make eye contact with everyone Pause – do not give the next instruction until everyone follows the instruction Ensure 100% compliance using verbal/ non-verbal cues where needed STAR 
<p>We... use verbal and non-verbal cues to communicate with pupils</p> <p>Effective teachers do not only use their voice to manage pupils they also use non-invasive strategies without stopping the flow of their teaching</p> <ul style="list-style-type: none"> Use eye contact Use hand signals/ gestures Intentionally model the behaviours you expect to see Use fewer words Use names STAR 	<p>We... are ready and waiting for the for children to support transitions.</p> <p>Effective teachers know that moving 30 pupils around a room and the building can be a military operation.</p> <ul style="list-style-type: none"> Be at the door ready to welcome every pupil every day Be on the playground just before the bell so that you are ready to support them to line up correctly Teach the children that the door to the classroom is the portal to indoor behaviour and that outdoor behaviour belongs in the playground Walk pupils into assembly silently 	<p>We... ensure that we track and helicopter so that we are seen to be looking.</p> <p>Effective teachers need to see what is happening in their classroom to prevent non-productive behaviour.</p> <ul style="list-style-type: none"> Position yourself in the classroom so that you can scan and track all pupils in the room Move to different positions around the room to notice and support all pupils Always ensure you can see everyone Be seen looking using non-verbal/ verbal cues to keep pupils on task STAR 	<p>We... narrate choice and consequences.</p> <p>Effective teachers are explicit with children that if they do X then Y will happen – and follow through on this consistently every time.</p> <ul style="list-style-type: none"> Establish clarity around your expectations Use assertive choice direction – if pupils choose to misbehave they choose to receive the consequence Explain the why... Maintain the principle of certainty over severity Be consistent and fair 

To establish and maintain positive behaviour, students at our schools are flooded with signals throughout the day about what positive behaviour looks like at school and in society because the more they see this in action being demonstrated by multiple adults and children, the more likely they are to replicate this themselves. Whole school social norms are maintained by:

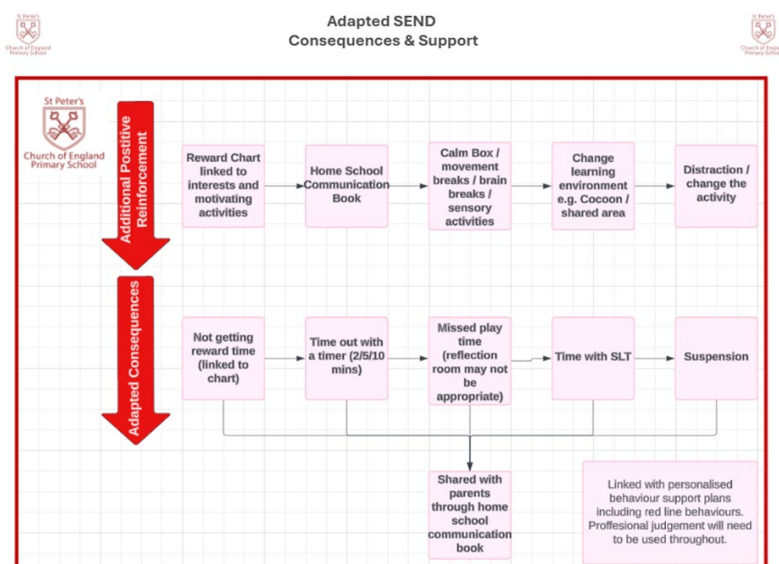
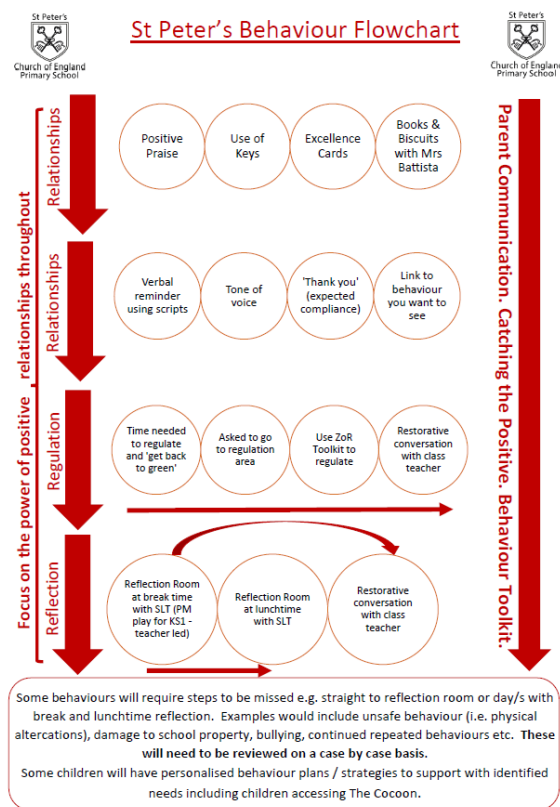
- **Telling pupils what this looks like** in assemblies, class sessions and through our incidental interactions
- **Modelling to pupils what this looks like** through our own interaction with them and other adults
- **Correcting/ challenging** incorrect behaviours and interactions when we see them
- **Repeating routines and positive interactions constantly** so that they become embedded in the fabric of the way we do it in our school

Routines are the building blocks of our school culture and so we all must spend time deliberately teaching and maintaining these. Routines are specified behaviours we want to become automatic. The job of adults in school is to identify these, explicitly teach what these need to look like practise them to develop and maintain automaticity.



and

All of our schools have clear behaviour flowcharts in place (an example is given below) to support consistent application of the rules and expectations that are applied fairly. Alongside each school's Behaviour and Relationships Policy, the school will also have a Pupil Mental Health Policy. This policy outlines the school's graduated response to SEMH needs. We understand that at different times in a pupil's life, they may require varying levels of support/ intervention for emotional regulation based on their individual needs and circumstances. The school's graduated response contains examples of support available at each wave of support.



Supporting Pupils With Additional Needs

We believe that inclusion is not a bolt-on—it is the foundation of everything we do. We believe that **every teacher is a teacher of SEND and every leader is a leader of SEND.**

As already outlined above, we aim to create environments where pupils feel safe, valued, and understood.

We are highly ambitious for all pupils, especially those with special educational needs and disabilities (SEND). Our aim is to remove barriers to learning and ensure that every child can access a rich, broad, and balanced curriculum. Inclusion is not a separate agenda—it is woven into the fabric of our schools through high-quality teaching, adaptive practice, and a culture of belonging.

Every Teacher, Every Leader





Our SEND policy makes it clear: inclusion is everyone's responsibility. Teachers are accountable for the progress of all pupils in their class, including those with SEND. They plan and deliver high-quality, adaptive teaching that removes barriers to learning. Leaders at every level—school, Trust, and governance—are responsible for ensuring that inclusive practice is embedded, monitored, and continuously improved.

We ensure that:

- Teachers use explicit instruction and adaptive teaching to meet diverse needs.
- Leaders support staff through targeted CPD, coaching, and access to specialist expertise.
- SENCOs are qualified, visible, and empowered to lead strategic development of SEND provision.
- Additional adults are used flexibly with pupils through a learning partner model.

Evidence-Informed Practice: The 'Five-a-Day' Principles

Our approach to SEND is informed by the Education Endowment Foundation's (EEF) 'Five-a-Day' principles for high-quality teaching for SEND pupils. These strategies are not add-ons; they are embedded in our LSP Pedagogy Framework. This ensures that all pupils, including those with SEND, benefit from consistent, high-quality teaching.

1	Explicit instruction	<i>Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.</i>	
2	Cognitive and metacognitive strategies	<i>Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.</i>	
3	Scaffolding	<i>When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.</i>	
4	Flexible grouping	<i>Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.</i>	
5	Using technology	<i>Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.</i>	

Curriculum and Provision

Our shared curriculum is coherently sequenced and designed to be accessible to all. Adaptations are made by teachers within Wave 1 (Universal Provision) to ensure that pupils with SEND can access the full curriculum. Where needed, Wave 2 and Wave 3 interventions provide additional, targeted support.

We use diagnostic tools, including the Boxall Profile, to identify needs early and accurately. Interventions are time-bound, impact-monitored, and reviewed regularly.

The Graduated Approach: Assess, Plan, Do, Review

Central to our SEND strategy is the **graduated response**, a four-part cycle of **assess, plan, do, review**. This process ensures that support is tailored, responsive, and rooted in collaboration:

- **Assess:** Teachers and SENCOs work together to analyse a pupil's needs using a range of tools, including diagnostic assessments (e.g. Boxall Profile), classroom observations, and input from parents, carers, and the pupil themselves. This holistic view ensures that we understand both the barriers and the strengths of each learner.
- **Plan:** In partnership with parents and pupils, we co-produce clear, measurable targets and identify the strategies, interventions, and adaptations needed to support progress. These are recorded in a **pupil passport or learning plan**, accessible to all staff working with the child.
- **Do:** The class teacher remains responsible for implementing the plan, supported by the SENCO and other staff. High-quality teaching, scaffolded learning, and targeted interventions are delivered consistently, with regular monitoring of engagement and progress.
- **Review:** At agreed intervals, the effectiveness of the support is evaluated. This includes reviewing progress towards targets, gathering feedback from the pupil and family, and making adjustments to provision. This cycle is dynamic and ongoing, ensuring that provision evolves with the pupil's needs.



Co-Production at the Heart of Planning

We believe that co-production—working in genuine partnership with families and pupils—is essential to effective SEND support. Pupils and their parents are involved from the earliest stages of identification through to the review of outcomes. Their insights shape the targets, strategies, and aspirations set for each child. This collaborative approach builds trust, ensures relevance, and empowers families as partners in their child's education.



Personal Development

Personal development is not a discrete element of education—it is woven into the fabric of school life. From the moment a child enters EYFS to the day they leave Year 6, we are intentional in nurturing their character, wellbeing, and sense of self so that they flourish not only academically, but socially and emotionally.

A Curriculum That Builds Character

Our approach to personal development is underpinned by the use of Jigsaw PSHE, a carefully sequenced and progressive curriculum that supports pupils to develop emotional literacy, resilience, and social awareness. Jigsaw enables our schools to deliver statutory Relationships and Health Education in a way that is inclusive, age-appropriate and rooted in our values. It provides a coherent framework from EYFS to Year 6, ensuring that children revisit and deepen their understanding of key concepts such as identity, safety, relationships, and mental health.

Through Jigsaw, pupils also explore and embody the Fundamental British Values of democracy, rule of law, individual liberty, and mutual respect and tolerance. These values are not taught in isolation—they are lived through the daily experiences of our pupils, embedded in assemblies, classroom discussions, and the wider curriculum.

Leadership and Pupil Voice

We believe that every child should feel seen, heard and valued. That's why we create deliberate opportunities for pupil leadership across our schools. Whether through school councils, eco teams, peer mentors or subject ambassadors, pupils are empowered to take ownership of their environment, contribute to decision-making, and develop the skills of collaboration and responsibility.

Beyond the Classroom: Enrichment and Experience

Personal development is enriched through a wide range of clubs, trips and visits that broaden horizons and deepen learning. From sports and music to STEM and creative arts, our extra-curricular offer is designed to ignite passions and build confidence. Educational visits and residential provide opportunities for adventure, teamwork and cultural engagement, helping pupils to develop independence and curiosity about the world around them. We are intentional in ensuring that all pupils, regardless of background or need, can access these opportunities.

An example of how the Character Curriculum can be strategically planned across the year is given on the next page.





Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

	Values	Compassion	Peace	Endurance	Thankfulness	Hope	Friendship
	What is it? What does it mean to me?	Explore a definition, what it might look like & my experience					
	What does it mean to Christians?	"Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you" Ephesians 4:32	"If possible, as far as it depends on you, live at peace with everyone." Romans 12:18	"Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up." Galatians 6:9	"Give thanks in all circumstances as this is God's will for you." "In everything give thanks." Thessalonians 5:18	"There is always hope." Psalm 73:26	"Two are better than one, because they have a good reward for their toil. For if they fall, one will lift up his fellow." Ecclesiastes 4:9-10
	What do the major faiths say about it? How is it similar or different to Christianity?	Bodhisattvas - Buddhism	Shalom - Judaism	Siddhartha Gautama - Buddhism	Ramadan - Islam	The Promised Land - Judaism	Langar - Sikhism
Collective Worship	Who might inspire us? Who can we look to as an example of it?	Food Banks, Nailsea	Bridges for Communities	Hannah More	The Wild Goose, Bristol	George Muller	Talk Club Bristol
	What is our response? How can we live a life that shines to others?	Explore a practical step or pledge we can make to live out this value in our community					
	Festivals & Celebrations		Remembrance Day Advent Christmas		Easter		
	We are all equal Protected Characteristics	Race (linked to Black History Month)	Disability (linked to World Disability Day Dec 3 rd)	Religion or belief (linked to World Religion Day Jan 21 st)	Age	Relationships Marriage and civil partnership & Pregnancy and maternity	Gender Sex (gender)
Staying Safe	5 Trusted Adults	Anti-Bullying Week	Safer Internet Day	Young Carers Action Day	Peer Pressure	You and your body	
Class Worship	PICTURE NEWS resources develop our understanding of topical world events during our weekly class worships. We give time to reflect on our response, consider the views of others and make links to British Values and the Protected Characteristics.						
Staying Safe	NSPCC Pants Programme	Mini First Aid - Rec & Yr3 Anti-Bullying Week Firework Safety	Road Safety		Walk to school week - walking bus RNLI visit for sea safety	Train safety	
PSHE	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships SRE family workshop	Changing Me	
British Values	Voting of school councillors - democracy						
	School councillors gathering and representing views of their peers - democracy						
	Teaching of school rules - rule of law						
E safety	Learning in RE & collective worship - tolerance of different faiths and beliefs						
	Reception	What should you do if something you see or hear online makes you feel worried, scared or sad?	How do we keep ourselves safe online? What rules should we follow to stay safe?	When and where should you go to get help if you feel concerned? How do we keep information safe?			
	Year 1	How do you keep personal information private? Why do websites want personal information?	Where can you go for help and support when you are concerned?	What are the dangers of sharing photos online?			
	Year 2	How do we keep personal information safe?	Can we trust everything we find on the internet? Why is it important to be responsible on the internet?	Where can you go for help and support when you are concerned?			
	Year 3	How do you identify online dangers, including people are not who they say they are and the dangers they pose? What should you accept?	How do you identify online dangers, including people are not who they say they are and the dangers they pose? How do we stay safe online and SMART?	How do we communicate and share content online safely, responsibly and respectfully? What should we keep safe and private?			
	Year 4	How do you identify online dangers, including people are not who they say they are and the dangers they pose? Who and what should I trust?	How do you identify online dangers, including people are not who they say they are and the dangers they pose? Where can you go for help and support when you are concerned?	How do we use technology safely, respectfully and responsibly? How do we recognise acceptable/unacceptable behaviour? How can we identify a range of ways to report concerns about content and contact?			
Year 5	How do we keep personal information private? Do we understand the consequences of sharing photo/videos online?	How can we check online content is trustworthy? How and where and who can we report concerns we have to?					



Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

		How and where and who can we report concerns we have to?		How and where and who can we report concerns we have to?		
	Year 6	How do we respect others and protect ourselves against online bullies?	How do we keep personal information private? How do we respect others and protect ourselves against online bullies? How and where and who can we report concerns we have to?	How do we respect others and protect ourselves against online bullies? How and where and who can we report concerns we have to?		
Money Sense		Autumn	Spring	Summer		
	Year 1	What coins and notes do we use?	What are needs and wants?	How can I keep track of my money?		
	Year 2	Why is it important to save money?	Where can I keep my money safe?	Where does money come from?		
	Year 3	What do I know about selling, spending & saving?	How can I pay for things?	How do I plan a simple budget?		
	Year 4	What affects my choices about money?	How can I use a bank account?	How can I keep my money safe?		
	Year 5	How does money affect my feelings?	Raising money for charity	What are the links between jobs and money?		
	Year 6	How do I understand information about money from around the world?	How are payments changing?	How can I pay for things?		
Church Links	Souper lunch	Souper lunch	Souper lunch Termly class display in church	Souper lunch Easter workshop - Rec & yr6 Termly class display in church	Souper lunch Termly class display in church	Souper lunch Moving on service Termly class display in church
	Beginner's service Michaelmass market - Yr6 Termly class display in church	Advent day - Yr6 Choir at Carol Service Termly class display in church				
		Choir at Gatcombe Christmas Market FBSA Firework Night incl children's stalls	Archbishops Young Leader's Award	Community Café	Choir at nursing home	Library visit - summer reading challenge Careers Fair Musical thank you
Community	Year 5 Bristol School Twinning Programme					
Giving	Harvest food bank Hello Yellow	Poppy Appeal Christmas donations Children in Need		Comic Relief NSPCC sponsoring & Speak out Stay Safe	FBSA big event	
Mental Health	Hello Yellow incl tapping workshops Wellbeing Wednesday	Wellbeing Wednesday	Wellbeing Wednesday	Wellbeing Wednesday	Wellbeing Wednesday	
School Roles & Responsibilities	Reception & Year 6 buddies					
Nurture UK	Egg Heads (caring for school chickens) Boxall profiles and learning plans Support for classes, groups and individuals grounded in the 6 principles of Nurture					