



'At Raglan we are: Kind, Ready, Safe, Confident, Resilient, Independent'

Curriculum, Teaching and Learning Policy

Raglan Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Reviewed	June 2026
Next review	June 2027

Version Control

Date	Change
03/06/24	<p>P8 At Raglan we also subscribe and support 'Rosenshine's' Principles of Instruction. The school use the Tom Sherrington's Walkthrus model for developing and enhancing teacher's pedagogy.</p> <p>The teachers have an ongoing professional development plan to develop their toolkit using the Walkthrus resource and training.</p> <p>P17 (This includes using Rosenshine's Principles of Instruction and the Graduated Release Model.)</p> <p>P9 Subject coverage updated</p>
03/06/25	<p>P1 'At Raglan we are: Kind, Ready, Safe, Confident, Resilient, Independent'</p> <p>P3 The Raglan child:</p> <ul style="list-style-type: none"> - has initiative and is independent, (They get up and do it) - is environmentally and globally aware and values sustainability, (They make a difference) - embraces diversity, community and are compassionate, (They understand belonging), and - expresses their thoughts and feelings confidently (They find they're voice.) <p>P4 addition of children's speak of Curriculum Drivers in brackets.)</p> <p>P9 The school has embedded the strategies of 'Think Pair Share,' and 'Cold Calling.'</p> <p>P11 The school is not a testing school for testing sake, but do utilize quizzes, assessments and end of unit assessment tasks to support learning in books, and the school and Trust moderation process. The children's Teacher Assessments feed into the Trust summative assessment system captured on Arbor for the mainstream. Our children's assessments in the Additional Resourced Provision is captured on 'B Squared.'</p>

P14 8. The Early Years Foundation Stage and Year 1 Continuous Provision

At Raglan Primary School, we offer an EYFS curriculum, which is broad and balanced and builds on the knowledge and understanding of all children whatever their starting points.

We have created a bespoke curriculum that reflects what we would like a 'Raglan child' to learn, know and remember by the time they leave the Early Years Foundation Stage.

Learning in the EYFS, takes place through a balance of child-initiated play and adult learning. We offer a curriculum that is child-centred and immerses the children into their learning through exciting topics that motivate and engage the children.

We take the time to get to know children's interests to support their learning. We ensure children are taught reading, writing and maths in well-planned structured activities.

The children follow a structured phonics and early reading programme which builds on from what they have learned in nursery. They have a reading book at their appropriate phonic level which is changed weekly. Structured language interventions are in place to ensure that all children make progress.

Development of language is a key priority for us at Raglan.

We adopt a continuous provision model in Year 1 to facilitate the transition from the EYFS curriculum to the Year 1 National Curriculum.

P 15 9. Phonics

The school's approved Phonics Scheme is Unlocking Letters and Sounds (ULC). This is on the DfE approved list of Phonics Schemes. Staff have been trained to implement the scheme and the school is audited on its implementation and impact of the scheme by the Trust as well as the ULC writers. The school chose the scheme because we felt it best fitted the context of our school's population. (See Phonics Policy.)

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	<p><u>P16</u> The Engagement Model</p> <p>For Children that are not accessing the National Curriculum, we provide them with the Engagement Model of Learning. This applies to specific children in our Additional Resourced Based Provision for Speech and language but can also apply to select SEND children across the school.</p>
03.06.26	<p>P14 Each classroom is inclusive. This is to ensure that the Ordinary Available Provision is effective. Classrooms have neutral backing for wall displays to ease sensory stimulation. Each class has the Zones of Regulation displayed and accessible. Children have access to all learning resources required to access learning. All children have access to sensory and learning resources that support social and emotional regulation and learning.</p> <p>Section 7 and 8 have been re-written</p>

(1) Intent and Aims

At Raglan Primary School, we have developed a Curriculum and philosophy of teaching and learning to ensure all children have deep knowledge to enable them to achieve throughout their primary school journey. We strive to equip them with the knowledge and skills they need to become ready and resilient so they can access all phases of their learning journey.

Through a process of mutual respect and collaboration between the staff and pupils, our intention is to provide a knowledge rich, broad and balanced curriculum that is relevant to our localized context, as well as the national and global environments.

As a school, we strive to produce secondary school ready and life-long resilient learners through our curriculum offer.

Our Raglan curriculum is driven by the need to prepare our children for our ever changing world and for lifelong learning. Our curriculum encompasses not only the requirements of the national curriculum but goes beyond the experiences of the classroom to ensure our children are exposed to most richest and varied opportunities which seek to develop the children as well-informed, active citizens of our community. We aim to enrich every child's school experience by creating an environment that enables them to become children who are resilient, confident champions for change. Children who have a voice, challenge themselves and others and think deeply and critically. Children who think outwardly and know that they themselves leave a legacy for our future. We aim to develop the whole child: The Raglan Child.

Most importantly our curriculum, and the way in which it is taught, is ambitious and serves to foster a love of learning for all our children, because at Raglan:

At Raglan Learning is for Everyone!

(2) The Curriculum

Our curriculum offer is underpinned by the National Curriculum. The Raglan Subject leads, along with other leaders across the Trust developed what are known as 'Curriculum Threshold Concepts' that are essentially the learning outcomes that are progressive from EYFS to Year 6, and that children need to achieve.

Alongside the 'Threshold Concepts,' Raglan developed 'Curriculum Drivers'. These drivers represent what our school community and context has been, currently is, and the diversity of it. They are essential core strands or elements that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes. The Curriculum Drivers ensure that they embody what we call: The Raglan Child.

The Curriculum Drivers and Threshold Concepts work together to form what are the Curriculum Milestone Overviews. The Milestone Overviews set out what is to be taught in order to cover the threshold concepts (national curriculum learning outcomes) and ensure the Curriculum Drivers are promoted and embedded into every subject.

The School's website provides the Curriculum Intent for all subject areas, Long Term Overviews as well as Curriculum Milestones.

The Raglan child:

- has initiative and is independent, (They get up and do it)
- is environmentally and globally aware and values sustainability, (They make a difference)
- embraces diversity, community and are compassionate, (They understand belonging), and
- expresses their thoughts and feelings confidently (They find they're voice.)

2.1 Curriculum Drivers

Initiative (Get Up and Do It!)

We will give children opportunities to think critically and develop resilience by embracing challenges, overcoming difficulties and solving problems. By igniting the natural curiosity of our children we enable them to become independent learners and empower them to question and challenge their own and others' thinking.

Environment (Make a Difference!)

We want our children to see the world through the eyes of others by developing an understanding of global issues. We empower our children to be champions for change, knowing that they will leave a legacy. We encourage our children to have a positive and sustained impact on the environment around them and to be proactive promoters of Raglan eco values.

Community and Diversity (Belonging!)

Our school provides opportunities for the children to embrace the diversity of the school, local and international communities to which we all belong. Through their learning and the curriculum we offer the children will develop a sense of fairness and empathy in order to make a positive impact whilst building genuine relationships. We believe in the power of the school community to change and enhance lives.

Communication (Find Your Voice!)

We believe that helping our children express their thoughts, ideas and feelings with confidence is an important part of their personal development and well-being. Children have

a right to be heard – their voice is important. They will have access to a wide range of carefully planned opportunities and experiences that will support them to develop a rich and broad vocabulary enabling them to communicate with confidence in a variety of situations. We support children to develop personal goals and characteristics that will equip them to be successful in an ever changing world. At Raglan we build positive relationships, embrace diversity, show initiative, communicate confidently, challenge ourselves and are champions for change. We make sure that all children have the opportunity to learn to the best of their ability and to their individual academic achievement.

2.2 Curriculum Overviews

Curriculum Overviews set out the learning for each year group, for every subject over the whole course of the year. These are key to:

- Allow teachers to know what has come before and what will come after to support pupils to make links between their knowledge and skills and provide a context for their learning.
- Allow teachers to forward plan for experiences, opportunities, resources and materials to ensure rich experiences for the children.
- Support subject leaders to plan to monitor their subject areas and organise their time for support and training.

2.3 Threshold Concepts and progression

Threshold concepts are the ‘big ideas’ that shape students’ thinking within each subject. The same threshold concepts will be explored in every year group and the children will gradually increase their understanding of them. The threshold concepts help the children to assimilate new information and link it in order to allow them to remember and build upon prior learning, make connections and develop subject specific language.

Teachers plan from the Threshold Concepts to sequence lessons of learning that are knowledge and vocabulary rich.

2.4 Milestone Overviews

Our Milestone Overviews set out our Raglan Curriculum for each subject. They set out what is to be taught to meet the Threshold Concepts and also suggests ways in which our Curriculum Drivers can be embedded into what we are teaching.

2.5 Assessment of the Curriculum

Every subject is unique and different and one assessment system does not work alongside every subject and so, at Raglan, the Subject Leaders have created specific assessment tasks/ procedures for their subjects:

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English and Maths	The teachers use the ‘Raglan Assessment Milestones.’ Using key tracked children, the teachers use specific assessment criteria, which match the national expected standards, in order to bench mark and assess the children within the class. They do this for Reading and Writing and Maths.
Science	Teachers have an assessment sheet for all topics, for the whole year. The key objectives are highlighted for each term for the key tracked children that the teachers use for English and Maths in order to bench mark the assessments for the rest of the children.
MFL	Teachers and children work together to tick off their ‘assessment clouds.’ As the children have developed their knowledge and skills in their French lessons and can apply their understanding, the children tick off those core skills to show what they have learned and the teachers can identify any gaps in their learning.
DT	In DT, we use assessment grids. These grids have the key knowledge and skills for that particular year group which then supports the teacher to make an assessment for the children in the class based on these. Class teachers then moderate and confirm their judgements by using the key tracked children for English and Maths to make a more in depth assessment.
Art	We are aiming to inspire creativity, the outcome may not always turn out how the children wanted it but they can evaluate and learn from it. Children are encouraged to evaluate their own work, by looking at their successes and referring back to the learning journey and what they would do next time. The children and teacher therefore fill out a gallery evaluation slip, where they look at successes, where they might like to develop and the teacher gives a feedback comment as a gallery review.
Geography	Each year group has a planned assessment activity at the end of their topic which allows the children to apply all of the skills they have learned by creating an end product. The teacher then assesses the children from this. For example – at the end of the Year 1 topic about the weather, the children are asked to create a weather forecast, using the knowledge and skills they have acquired through their learning.
History	Every class completes a ‘show me what you know’ assessment at the end of each enquiry question sequence. This allows the children to apply the skills they have learned by creating an end product. The teacher then assesses the children from this.
Computing	Every teacher completes an assessment grid for their Purple Mash unit each half term. Teachers use the WTS (working towards the expected standard), EXP (working at the expected standard) or GDS (working at greater depth within the expected standard) criteria to then assess the children according to the descriptor.

RE	Each year group has a planned assessment activity at the end of their topic which allows the children to apply all of the skills they have learned by creating an end product. The teacher then assesses the children from this.
PE	Teachers identify the children within the PE lessons, who are needing further challenge or further support and the lesson is adapted according, teachers note these children so that end of unit assessments are made based.

2.6 Ambition

We believe that our curriculum is ambitious because we seek to have:

Global aims – *having clear, global aims for your curriculum.*

These 'big ideas' inspire children to think big, broaden their understanding of the world and encounter diversity. Our global aims are our Curriculum Drivers and outline the main themes, ideas and concepts that we want children to understand through the curriculum. With these drivers behind it, our curriculum curates the ambition for children to become global citizens.

Broad and balanced – *aspiring to cover all subjects of the primary curriculum.*

Our curriculum acknowledges that children excel and find their passions in different subjects. It shows a clear ambition for children to excel in the arts, humanities, and sport, not just in the traditional core subjects of English and maths. Children learn about diverse topics, contexts, 'old world' and new.

Rich in knowledge – *a quest to provide children with a rich diet of knowledge.*

Our curriculum clearly outlines the knowledge that will help children understand the world around them and their place in it. This knowledge is meaningful and it is useful knowledge that makes sense in the broader curriculum and helps build connections between concepts and subjects.

Inclusion of skills – *securing the place of skills as well as knowledge to foster wisdom.*

Our curriculum includes ambitious activities that challenge children and require them to use their knowledge with wisdom (for example, knowing that a tomato is a fruit but not putting it in a fruit salad). Lessons enable children to apply knowledge through primary-focused skills, such as making, creating, writing, talking, playing and experimenting. These skills opportunities are used meaningfully to consolidate understanding and give knowledge a sense of purpose. In addition to this we aspire to ensure that lessons provide a rich cultural capital for all pupils so that they can meet the challenges of everyday life. (For example: knowing about electrical circuits is important because so many aspects of everyday life at home require electrical circuits to be effective.)

High expectations – *setting the bar high.*

High expectations and principles drive our curriculum ambitions. Teachers are encouraged to be ambitious in their subject knowledge and their understanding of our curriculum design. All staff are aware of whole-school curriculum aims, targets, and how learning progresses from one year group to the next. Lessons are carefully planned with clear outcomes and encourage children to be intrinsically ambitious in their own success. Teachers expect work of high quality and share good examples. They use well-pitched lesson resources, model outcomes and set standards.

Equitable challenge – *ensuring all children can access learning.*

Our curriculum content is taught well to all children. Teachers challenge and move children on through questioning, discussing, explaining and demonstrating. They provide support and scaffolds where needed so that all children can achieve. Children are able to express their understanding through writing, talk and demonstration. Progress is quicker and more of a guarantee for every child because your curriculum is well-sequenced, meaning that children are less likely to approach new learning from different starting points.

High-quality resources – *having the ambition to provide children with the best resources.*

High-quality practical and academic resources support our curriculum. Teachers have the correct equipment for practical work in subjects like science and art to support the most accurate learning outcomes. Lesson resources are not ad-hoc; they are coherent and well-matched to curriculum objectives. Children are not given resources littered with errors or of poor quality, which would ruin a well-planned curriculum.

(3) Implementation, Teaching and Learning

At Raglan

Teachers utilise a toolkit of approaches to ensure high quality delivery. For example: teachers use the graduated release philosophy for their 'exposition (modelling and scaffolding).' This is the; I, We and You model. For example: Firstly, I will model for you how to..., Secondly, **we** will now all work through this together..., and Thirdly, now **you** will all try this independently.

Teachers verbally 'thought-share' through their exposition using subject specific and relevant vocabulary, showing children the learning process being modelled.

Teachers reinforce an expectation that all pupils are capable of achieving high standards and they plan and teach ambitious lessons that provide opportunities to build cultural capital

All pupils progress through the curriculum content being equipped with the knowledge that is progressive and permanent, 'sticky knowledge.' Differentiation is achieved by emphasising

deep knowledge and through individual support and intervention where teachers scaffold the learning so all children can access the whole curriculum.

Teachers are vigilant in moving children on, but only if they have secured the learning. Teachers 'split teach' especially in maths to ensure children's learning is not stationary but progressive – there is no ceiling.

Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.

Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying concepts in tandem.

Teachers use precise questioning and open questioning in class to test conceptual and procedural knowledge and assess pupils regularly to identify those requiring intervention so that all pupils can access the learning.

At Raglan we also subscribe and support 'Rosenshine's' Principles of Instruction. The school use the Tom Sherrington's Walkthrus model for developing and enhancing teacher's pedagogy. The school has embedded the strategies of 'Think Pair Share,' and 'Cold Calling.'

The teachers have an ongoing professional development plan to develop their toolkit using the Walkthrus resource and training.

(4) Impact, Assessment and Feedback

Using the schools Assessment and Feedback Policy, Teachers formatively and summatively assess to ensure children can articulate their learning confidently and demonstrate what they 'know, remember and can do'.

The school uses a range of feedback strategies including verbal (over-the-shoulder marking) and written responses to address misconceptions and move learning on. Within English, the teachers provide key and targeted feedback to the children through editing lessons and the children use this feedback to edit and improve their writing. Class teachers use children's books to help support the summative tracking process for children's progress and attainment. The school is not a testing school for testing sake, but do utilize quizzes, assessments and end of unit assessment tasks to support learning in books, and the school and Trust moderation process. The children's Teacher Assessments feed into the Trust summative assessment system captured on Arbor for the mainstream. Our children's assessments in the Additional Resourced Provision is captured on 'B Squared.'

(5) Subject coverage and time allocation

Our curriculum covers all areas of the National Curriculum with all subjects timetabled to ensure coverage:

Maths (daily) for 1 hour.

English (daily) for 1 hour (including reading, writing, grammar, spelling)

Whole Class Reading (daily) 30 minutes

Phonics (EYFS/KS1) (daily) 30 minutes

Wider Curriculum subjects (weekly)

- Science
- RE
- Music
- Physical Education (2 hours)
- Personal Development including SRE
- French (Y3, 4, 5, 6)
- Computing

Weekly every other half term:

- History
- Geography
- Art
- DT

(6) Planning Process

The planning process is integral to high quality teaching and learning. Teachers undertake a rigorous planning process based on a topic/ theme that has been carefully crafted from the threshold concept and milestone overviews.

The process incorporates the following:

- National Curriculum
- Curriculum Drivers
- Curriculum Milestone Overviews
- Curriculum Threshold Concepts
- Sequential curriculum planning building on children's prior knowledge (see Appendix 2)
- Lesson structure

(7) The Raglan Teaching Toolkit

7.1 Philosophy

The school's approach to teaching and learning is based on Rosenshine's principles of 'instructional teaching.' Instructional teaching methods are instructional ways or activities used

to guide the facilitation of learning in each phase of the instructional process. This is also a Mosaic Trust wide approach.

There are ten principles of instruction. These are:

1. Daily Review
2. Present new material using small steps
3. Ask Questions
4. Provide Models
5. Guide Student Models
6. Check for Student Understanding
7. Obtain a high success rate
8. Provide scaffolds for Difficult Tasks
9. Independent Practice
10. Review

Tom Sherrington's Walkthrus

At Raglan, teachers and support staff use a range of Walkthrus strategies (which facilitate Rosenshine's philosophy.) The strategies used by the staff team focus around 'questioning and feedback.'

These strategies are:

- Think Pair Share
- Cold Calling / No Opt Out
- Say it Again Better for developing and strengthening oracy
- Show Me Boards

In the Moment Feedback (IMF)

Teachers and Support staff also formatively assess using 'In the Moment' Feedback (IMF). This is a blend of age-related grammar, punctuation, age-related spellings and Tier 3 Subject Specific Spellings. It is also teachers and support staff checking for understanding against lesson learning objectives, and addressing misconceptions swiftly. IMF is directly children to look at working walls for support, and using other resources around the room. In addition to this IMF is about sign-posting children to previous learning in order to help them with current learning. IMF helps staff reinforce 'oracy.'

In addition to this, IMF is a wonderful way of sharing your knowledge and learning with children, and sparking vibrant conversations with them about the topic at hand. IMF is powerful in terms of helping children make connections and ensure they have everything they need to achieve success in a lesson – and remember more.

Exposition

Exposition refers to the way in which teachers model, demonstrate and explain the learning to happen. Effective exposition requires teachers to 'thought share.' This is where during exposition teachers show children their own learning process and articulate this succinctly. At Raglan Primary School teachers additionally adopt a graduated release model for exposition – the I, We, and You approach to exposition. The 'I' is the teacher showing the learning to be undertaken. The 'We' is doing the learning to be undertaken together (teacher and pupils), and the 'You' is where children start the independent learning.

Cognitive Overload

How we minimise cognitive overload in our curriculum and lessons

Our curriculum is carefully sequenced so that new learning builds on prior knowledge in small, manageable steps. Teachers present information clearly and avoid unnecessary distractions, ensuring pupils focus on the most important concepts. Lessons are structured using modelling, guided practice, and independent application, allowing pupils to process new information gradually. We use regular retrieval practice and review to strengthen memory and avoid overloading working memory. Instructions are clear, chunked, and supported with visual aids where appropriate.

Why this is important

Cognitive overload occurs when too much information is presented at once, making it difficult for pupils to process and retain learning. By reducing overload, we help pupils use their working memory effectively, supporting deeper understanding and long-term retention. This leads to greater confidence, improved outcomes, and more inclusive learning, particularly for pupils with additional need

7.2 Lesson Expectations and Outcomes

Children

- To recap prior learning at the beginning of lessons and units of study.
- To be challenged to articulate learning in all lessons.
- To engage fully in learning experiences.
- To celebrate success and know how they could improve.
- To be a resilient learner.
- To build upon prior knowledge and skills and apply this to future learning
- To know, remember and do more.
- To articulate their learning and how they have built on prior learning.
- To identify the Curriculum Drivers in their learning.
- To deepen learning through challenges

- To learn in a nurturing and creative environment

Teachers

- To ensure they are implementing the Raglan Teaching Toolkit (See below effectively)
- To ensure that they are adhering to the Mosaic musts (See Appendices.)
- To begin each lesson with a recap of prior learning and vocabulary to embed a rich knowledge and understanding whilst addressing any previous misconceptions.
- To share where the lesson fits in within the specific subject unit roadmap so children know what the outcome for the lesson and unit will be.
- To introduce the Learning Objective and WELLS (What Excellence Looks Like) or the Learning Journey which is explicitly explained, discussed with the children and directly taken from the progression document for that subject. Each step of the WELL will build on the skills and knowledge needed to achieve the LO. (In Maths we use a Learning Journey system where there are LOs and WELLS for a unit of work that runs alongside White Rose.) Typically WELLS should contain, where appropriate, a learning question to deepen the learning and challenge the more able children to put what they have learnt into context.
- To robustly model the learning for children so the intention is clear and that they can replicate this in their learning independently.
- To utilise a range of high quality resources and teaching techniques to ensure children are engaged in their learning and the lesson meets our Curriculum Driver philosophy.
- To ensure all learners achieve the Learning Objective.
- To make learning accessible for all learners through the following:
 - Adapting the learning for children on an EHCP or those on their way to an EHCP – these children do the same learning as all children.
 - Scaffolding the learning that all children access further for the lowest 20%.
 - Deepening the learning further within their own context for children that have achieved the Learning Target.
- To assess progress throughout the unit and revisit learning where there have been misconceptions or further clarity is required throughout the sequence of lessons.
- To use mini-plenaries throughout every lesson to consolidate the learning that has taken place, address any misconceptions that may have occurred, evaluate the learning that has taken place and prepare children for the next session.
- To ensure that the I, We and You model is used for effective exposition.
- To ensure high uncompromising expectations for presentation.

7.3 Lesson Structure

At Raglan, we foster a love of reading and writing in our children and a give them a rich and immersive reading and writing experience through every lesson. Explicit reading skills are taught in our whole class reading sessions and we give the children time to develop their personal reading choices during reading for pleasure sessions. Writing is taught through

blocked units so that children can learn the specific skills and knowledge for each genre of writing. Where possible, writing units are linked through themes to promote cross-curricular links.

Maths is taught through a mastery approach and all children have the opportunity to develop fluency, reasoning and problem solving. The school uses White Rose for its maths program. Times Tables and arithmetic are an integral part of our maths curriculum and are regularly assessed by teachers. Our Science, Computing and DT lessons incorporate our maths curriculum so children can see how STEM (Science, Technology, Engineering and Maths) links to maths.

See Appendix 3 for a breakdown of the Raglan lesson structure. (See subject policies for the structure of lesson for Whole Class Reading and Phonics)

7.4 Inclusive Learning Environments

At Raglan Primary School we promote a safe, calm and purposeful learning environment to enable all children to feel empowered to participate in class discussions and pose or answer questions relating to their learning. Each classroom has displays which reflect the learning that is taking place, vocabulary and modelled examples of the steps in the learning journey. This is often referred to as a 'working wall' and is built upon as the children's learning progresses through their unit. Children's work is celebrated within the classroom through engaging and exciting displays to showcase the deep skills and knowledge that children have experienced.

Each classroom is inclusive. This is to ensure that the Ordinary Available Provision is effective. Classrooms have neutral backing for wall displays to ease sensory stimulation. Each class has the Zones of Regulation displayed and accessible. Children have access to all learning resources required to access learning. All children have access to sensory and learning resources that support social and emotional regulation and learning.

7.5 Raglan Learning Experiences

To ensure children have the best possible learning experiences, we also use the following pedagogical approaches in our teaching:

- Appropriate pace
- Appropriate pitch
- Varied and engaging teaching approaches
 - Practical activities
 - Out of school experiences
 - Engaging visitors
 - Mixture of collaborative learning (pairs, groups, independent, varied ability etc)
 - Use of video clips/songs
 - Drama

- High quality resources
- Guest speakers
- External School Visits that are topic related
- Language and vocabulary development
- Open questioning – “I wonder...”
- Remembering roundup
- Scaffolding and adapting to ensure learning is accessible to all learners
- Guided/Gallery imagery –create visualisations, solve problems, and use their imaginations.
- Mind mapping
- Learning Journeys/Learning Logs
- Mini-plenaries throughout the lesson
- Positive feedback

8. The Early Years Foundation Stage and Year 1 Phased Reduction Model of Continuous Provision

At Raglan Primary School, we offer an EYFS curriculum, which is broad and balanced and builds on the knowledge and understanding of all children whatever their starting points.

We have created a bespoke curriculum that reflects what we would like a ‘Raglan child’ to learn, know and remember by the time they leave the Early Years Foundation Stage.

Learning in the EYFS, takes place through a balance of child-initiated play and adult learning. We offer a curriculum that is child-centred and immerses the children into their learning through exciting topics that motivate and engage the children.

We take the time to get to know children’s interests to support their learning. We ensure children are taught reading, writing and maths in well-planned structured activities. The children follow a structured phonics and early reading programme which builds on from what they have learned in nursery. They have a reading book at their appropriate phonic level which is changed weekly. Structured language interventions are in place to ensure that all children make progress.

Development of language is a key priority for us at Raglan.

We adopt a phased-reduction provision model in Year 1 to facilitate the transition from the EYFS curriculum to the Year 1 National Curriculum. The continuous provision in Year 1 offer is for Autumn Term 1. During Autumn Term 2, we gradually start removing the continuous provision so that children enter the Christmas break ready to start whole class teaching in the Spring Term.

Current research supports the model of a timed gradual reduction of continuous provision facilitating child development because:

- (i) It reflects how young children actually learn best

Children in Reception learn primarily through play, exploration, and active engagement rather than abstract instruction. [earlyexcellence.com]

Developmental theory shows that many 5–6-year-olds are still transitioning out of the preoperational stage, where learning is rooted in concrete, hands-on experience rather than formal, abstract thinking. [earlyexcellence.com]

Implication:

Maintaining continuous provision in Autumn 1 ensures teaching remains developmentally appropriate, rather than introducing formal learning too abruptly.

- (ii) It ensures continuity of pedagogy between EYFS and KS1

Research emphasizes that during transition, how children learn should remain familiar, even as curriculum content changes. [researchschool.org.uk]

An abrupt shift to formal, desk-based learning can lead to disengagement and passive learning behaviors. [my.chartered.college]

Implication:

The model preserves familiar routines, environments and learning styles, reducing cognitive overload and allowing children to focus on learning rather than coping with change.

- (iii) Play-based and continuous provision supports key developmental skills

Evidence shows that play-based approaches:

Build language, social interaction, and problem-solving skills [scis.org.uk]

Support self-regulation and executive function development (critical for later academic success) [education.org.uk]

Increase confidence, independence, and resilience [lordderamores.com]

The EYFS framework itself states:

“Play is essential for children’s development... building confidence... and solving problems.”
[my.chartered.college]

Implication:

Continuous provision is not a “softer” option—it actively develops the foundational skills required for successful formal learning.

- (iv) It supports emotional wellbeing and engagement during transition

Transition to Year 1 is a significant developmental shift that can affect wellbeing, motivation and sense of belonging. [bristolearars.org.uk]

Research shows that children's enjoyment of learning can decline when faced with a sudden move to formal teaching styles. [nfer.ac.uk]

Implication:

A gradual reduction (rather than removal) of continuous provision:

- reduces anxiety
- maintains engagement
- allows children to develop positive attitudes to learning

- (v) It particularly benefits vulnerable groups

Gradual, play-informed approaches are especially important for:

- children with SEND
- disadvantaged pupils
- summer-born children

These groups may struggle most with early formalisation, which can reduce engagement and widen attainment gaps. [scis.org.uk]

Implication:

Our phased approach promotes equity and inclusion, ensuring more children remain engaged and successful.

- (vi) Gradual transition builds readiness for formal learning

Our Autumn 2 model (gradually reducing provision) is crucial because:

Effective transition is described as a process, not a one-off event [my.chartered.college]

9. Phonics, Spelling and Handwriting

The school's approved Phonics Scheme is Unlocking Letters and Sounds (ULS). This is on the DfE approved list of Phonics Schemes. Staff have been trained to implement the scheme and the school is audited on its implementation and impact of the scheme by the Trust, as well as

the ULS writers. The school chose the scheme because we felt it best fitted the context of our school's population. (See Phonics Policy.)

The school uses the ULS KS2 Spelling scheme 'Magic Spell.' This follows on from the ULS Phonics scheme. This provides continuity for the staff and children learning spelling with good impact.

The school uses ULS Handwriting scheme. This provides children from EYFS with a structured approach to handwriting approach from EYFS to Year 6. The scheme adheres to the expectations of the DFE's Stronger Foundations in the first years of school.

10. The Engagement Model

The Engagement Model is a statutory assessment approach used in England for pupils who:

- are working below the standard of the National Curriculum, and are not yet able to access subject-specific learning (e.g. English or maths).

Instead of measuring what pupils know academically, it focuses on how pupils engage with learning, recognising that engagement is the key first step to progress.

The five areas of engagement:

Exploration – interest in people, objects or activities

Realisation – showing understanding or awareness

Anticipation – recognising or expecting familiar events

Persistence – maintaining attention or effort

Initiation – beginning interactions or activities independently [gov.uk], [nexus-education.com]

Assessment is carried out through observation over time, focusing on small but meaningful steps of progress.

This applies to specific children in our Additional Resourced Based Provision for Speech and Language (ARP), the children in our adapted Learning Environment that are in our mainstream, and can apply to select SEND children across the school.

We assess children in our ARP using the nationally accredited B-Squared Assessment System.

We assess the children accessing our adapted learning provision (The Hive) using the Portage Assessment System.

Appendix 1

Raglan Primary School Classroom Non-Negotiables

- Clear, uncluttered surfaces – no piles of papers on shelves, desks or the floor. This also applies to the areas outside of the classroom and shared spaces. Shared corridors should be clutter free.
- Window sill must also be clear and uncluttered – unless beautiful objects!
- Cloakroom for the class is kept neat and tidy. It would be helpful to have monitors.
- Classroom door labelled with the class name and the names of all adults working in the classroom.
- Recognition Board and display ‘At Raglan we are: Kind, Ready, Safe’
- Visual timetable to be displayed and used every day.
- Emotions display e.g. feelings thermometer, mood monsters.
- Handwashing protocol is displayed by the sink.
- Quality book corner.
- Lesson objectives, questions/ Learning Journeys and success criteria displayed and referred to.
- English and Maths working walls display current learning/ learning journey.
- Interactive maths display, regularly updated.
- Prompts, vocabulary, sentence starters, good ideas and examples generated during lessons and modelled writing/examples are displayed and referred to, to support current and future learning. They are updated regularly.
- Handwritten display labels and modelled writing/examples follow the Handwriting Policy.

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- Follow the dyslexia friendly classroom tips and ensure all resource trays are labelled in dyslexia friendly font, with visual support.
- Curriculum displays include questions to highlight key learning points and display relevant artefacts, objects and books to support the learning.
- Key words and technical vocabulary for different curriculum areas are displayed, discussed and updated to support the current learning.
- World map is displayed and referred to, to make geographical links and support learning.
- Recycling box.

Appendix 2

Wider Curriculum Sequence of Lesson Structure

Week	Lesson Structure
Week 1	<p>Recap previous learning from previous years Milestones for the whole unit – teacher to show the roadmap and end point Hook to engage learning</p>
Week 2 – 8 Equipping phase of sequence of lessons	<p>Recap previous learning Show unit roadmap and where they are along the journey Introduce LOs and WELLSs.</p>
Week 9	<p>Recap previous learning Go back through the roadmap – where did we start – what have we learnt? Complete assessment activity against Milestone Thresholds. Task given by teacher needs to show the children’s knowledge and skills of the Milestones.</p> <p>How much significant support did children they need? To what extend have they deepened their learning? Is the journey of the lower 20% good enough? If not then address this in final lesson.</p> <p>Toolkit for assessment:</p> <ul style="list-style-type: none"> - Learning Logs - A piece of sustained writing (if this links with your writing blocks) - Posters - Kahoot - Drama - Interview - Factfiles - Mindmap - Story/Poem - PowerPoint presentation - Video - Song/dance

Week 10	Revisit learning sequence to “mop up” any misconceptions Celebrate the journey through the road map and the knowledge acquired (opportunity for Growth mindset)
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Appendix 3 Typical Raglan Lesson Structure

Class Management

- Ensure children have books at the start of the lesson and all necessary equipment to include:
 - Dictionary if required
 - Rulers
 - Tidy/calm learning environment
 - Resources for the lesson easily accessible
 - BFL
 - Access to IT (iPads, etc.)

Looking back (recap) – what can they remember from last lesson?

- Knowledge
- Skills
- Vocab (3 key words)
-

Introduction & Teacher Exposition (This includes using Rosenshine’s Principles of Instruction and the Graduated Release Model.)

- Explain where this lesson fits onto the ‘roadmap’ and sequence of lessons
- Look at the LO and WELLS (Talk through the steps and what the expectations are for the individual learner)
- Explicitly explain/show key vocab
- Hook – video/picture/song/poem/questioning etc
- EXPLAIN what you want them to do
- MODEL – the activity and thought process behind what you are doing
- DEMO – show examples

Throughout the above pose/answer questions and address misconceptions

Independent Learning

Children should move on to the next stage of their learning when appropriate e.g. in Maths to move onto reasoning should the child be secure on fluency.

- helicopter marking
- scaffolding
- addressing misconceptions
- higher order questioning to encourage deeper thinking
- mini-plenaries

- showing examples
- split teaching
- assessment & feedback

Looking forward

- identify the 3 key words – ensure children have spelt these correctly (use green pen to correct) ready for use next week
- assessment & feedback
- learning questions **MUST** be answered by Expected+ children and answered after they have completed the main learning activity
- explain how this lesson will be built upon for next week's learning

Appendix 4



Mosaic Musts Maths

EYFS

- Count objects reliably
- Subitising numbers to spot numbers without counting
- Recognise numerals to 10 and match with groups of objects

Year 1

- Know number bonds within 10 and to 20
- Add and subtract two single digit numbers using mental strategies
- Order numbers and groups of objects
- Form numbers accurately every time

Year 2

- Understand place value in 2-digit numbers using the vocabulary tens and ones
- Flexibly partition numbers to 100
- Fluency in addition and subtraction strategies including two digit numbers
- Fluently recall 2, 5, 10 times tables and the related division facts in any order

Year 3

- Understand place value in 3 -digit numbers using the vocabulary hundreds, tens and ones
- Read/write numbers to 1000

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- Fluently recall 3, 4, 8 times tables and the related division facts in any order
- Recognise 5 as a mid-point between two tens numbers in preparation for rounding

Year 4

- Understand place value in 4 -digit numbers using the vocabulary thousands, hundreds, tens and ones
- Round to nearest 10, 100, 1000
- Fluently recall up to 12 x 12 times tables and the related division facts in any order
- Confident in formal written methods for all 4 operations

Year 5

- Read/write/order numbers to 1,000,000 including negative numbers
- Convert between fractions, decimals and percentages when solving problems
- Use the four operations to solve multi-step problems and check using the inverse
- Use long multiplication and short division including decimals

Year 6

- Place value in numbers up to 10 million
- Read, interpret and apply numbers with up to 3 decimal places
- Solve multi-step and complex problems in algebra, ratio and fraction using formal written methods and check for accuracy using the inverse.
- When reasoning and problem solving rapidly recall and apply known number knowledge
- Understand and apply BIDMAS/BODMAS.

Appendix 5



Mosaic Musts Writing

EYFS

- Accurate letter formation
- Accurate pencil grip

Year 1

- Write sentences with capital letters and full stops
- Accurate use of finger spaces
- Use the conjunction 'and' to join ideas

Year 2

- Use capital letters, full stops, question marks, exclamation marks
- Use subordination (e.g. because, when) and coordination (e.g. and, but)
- Apply suffixes (-ed, -ing, -er)

Year 3

- Use present and past tense
- Use apostrophes for contractions
- Mastery of common exception words

Year 4

- Use a variety of sentence structures including fronted adverbials
- Use apostrophes for singular and plural possession
- Organise writing into coherent paragraphs around a theme
- To use cursive hand writing consistently
- Mastery of inverted commas for direct speech

Year 5

- Use a wide range of cohesive devices across paragraphs (e.g. adverbials, pronouns)
- Use modal verbs and adverbs to indicate possibility
- Secure in ability to proof read and edit

Year 6

- Use passive voice and subjunctive form where appropriate
- Adapt sentence structure and vocabulary to suit text type and audience
- Consistent use of tense
- Using brackets, dashes or commas to indicate parenthesis
- Using semicolons, colons or dashes to mark boundaries between independent clauses
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun

Appendix 6



Mosaic Musts Phonics and Spelling

EYFS

Reception

- **Develop phonological awareness** – including rhyme, alliteration, and oral blending.
- **Begin systematic phonics** – introduce single letter sounds (GPCs) and blending/segmenting for reading and writing.
- **Spell simple CVC words** – using taught sounds and begin recognising common 'tricky' words

Year 1

- **Secure all 40+ phoneme-grapheme correspondences** through daily phonics.

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- **Blend and segment accurately** to read and spell phonically decodable words (real and alien words)
- **Spell common exception words**

Year 2

- **Consolidate phonics knowledge** and apply it to longer/multisyllabic words.
- **Develop spelling rules and patterns** (Adding suffixes, vowel digraphs and trigraphs, consonant patterns)
- **Spell more common exception words** and begin to distinguishing homophones.

Year 3

- **Apply phonics knowledge to unfamiliar words** using syllables and root words.
- **Learn new spelling rules** (e.g. -ly, -tion, -sure, -ture).
- **Use dictionaries and assistive technology to check and improve spelling accuracy.**

Year 4

- **Consolidate use of prefixes/suffixes** and understand how they alter word meaning.
- **Learn more complex spelling patterns** and commonly misused homophones.
- **Improve independent proofreading** to spot and correct spelling errors.

Year 5

- **Consistent use and understanding of morphology and etymology** to support spelling of unfamiliar or complex words.
- **Learn and apply statutory word lists** (Years 5/6).
- **Develop strategies for independent spelling correction and editing.**

Year 6

- **Master complex spelling rules** including hyphenation, silent letters, and word families.
- **Consistently apply spelling rules in extended writing.**
- **Proofread and edit writing independently**, using dictionaries/thesaurus and assistive technology for support.