



# Fernwood Primary and Nursery School

## Adaptive Curriculum

2024-25

## **Vision Statement**

Our motto of '*Excellence For All*' means **for all**.

Every child and every member of staff.

We want to ensure that every person in school feels valued and respected and that they are given the chances they need to succeed and flourish. Our exciting curriculum enables all children to be writers, scientists, mathematicians, athletes, artists and more; this is all developed through an engaging series of topics and themes delivered by experienced staff, a wide range of clubs and opportunities and through links with the community. Our children will be ambassadors for change, wanting to create a better, safer and more charitable community. Fernwood Primary and Nursery School will not just be the biggest school in Nottingham but a beacon of excellence for all.

### **We aim for our children:**

- to attend school everyday
- to be healthy, safe and secure at school
- to try their very best; to achieve their very best
- to develop oracy, reading and writing skills
- to use and apply their mathematical knowledge accurately
- to build their knowledge and skills, step by step, every day, in all subject areas
- to be creative in their thinking, their actions and their responses
- to respond respectfully to one another and to adults within the school community
- to be resilient, have a 'can do' attitude and be proud of their individuality
- to enjoy school life!

We aspire to deliver an **outstanding education** for all our pupils.

We provide a **safe, positive, inclusive environment** where pupils are **happy, flourish and thrive**. We **value our staff** and provide an enabling workplace, recognising the knowledge, skills and qualities that they bring to their roles. We are proud of our **richly diverse community** and celebrate our differences. We wish to positively impact on our **local and wider** community.

Our adaptive curriculum supports our whole school vision and enables all children to be successful through carefully planned adaptations and extensive challenges. Each subject has an overview of how children are supported and how teachers are adapting learning to ensure all children can achieve. Through careful planning we are meeting the needs of all children, including the children with significant needs. Assessment opportunities are planned in to ensure children are making progress. Further support is then planned accordingly or level of challenge increased. The adaptive curriculum also outlines what support is available at every stage and how learning is being assessed.

This is a flexible working document and is updated regularly.

## **Evidence Informed**

Our adaptive curriculum has been evidence informed from the following:

SEND code of Practice

EEF SEND Guidance Report

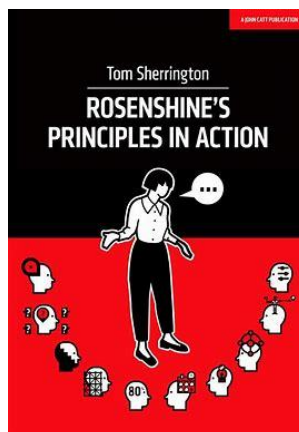
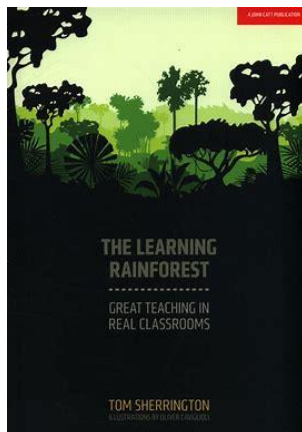
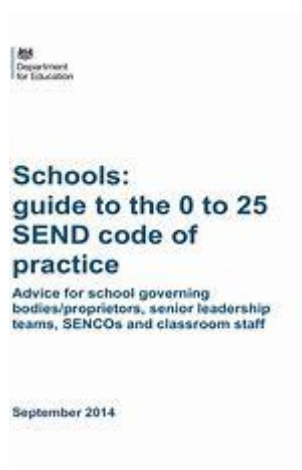
EEF '5 a day' principle

Learning Rainforest, Tom Sherrington

Rosenshine's Principles in Action, Tom Sherrington

Understanding Adaptive Teaching, Education South West

NASEN, Teacher's handbook



## Model for Meeting the needs of all learners

	Foundation Stage	Key Stage 1	Key Stage 2
Lighthouse Children Clubhouse Children EHCP * HLN * Pre Key Stage Significantly Below EXS	Alternative curriculum Child specific speech and language programmes Sensory Occupational Therapy programmes Physiotherapy programmes Occupational Therapy programmes Individual Provision Plans (IPP) EHCP provision and outcomes  B Squared		
Working below the expected standard (BLW)	Adaptive teaching Intervention Individual Pupil Plans (IPP)  Writing Moderation NFER Accelerated reading White Rose Maths termly assessments Key Learning Documents Phonics Screening		
Working towards the expected standard (WTS)	Adaptive teaching of the Age-Related Curriculum Intervention  Writing Moderation NFER Accelerated reading White Rose Maths termly assessments Key Learning Documents Phonics Screening SATs		
Working at the expected standard (EXS)	Age-Related Curriculum  Writing Moderation NFER Accelerated reading White Rose Maths termly assessments Key Learning Documents Phonics Screening SATs		
Working above the expected standard (GDS)	Adaptive teaching of the Age-Related Curriculum to stretch and challenge Specialist Intervention  Writing Moderation NFER Accelerated reading White Rose Maths termly assessments Key Learning Documents Phonics Screening SATs		

\* Some pupils with an EHCP or HLN will be accessing the main curriculum

\*\* How we are assessing children is indicated in red

## Adaptive Teaching and Intervention Strategies

<b>Adaptive teaching strategies for all pupils</b>	Pre teaching Post teaching Scaffolding Mixed ability Pairings Flexible working groups Guided groups Cloze procedure Adapted tasks Adapted resources Manipulatives Peer support Use of Technology Targeted feedback Live marking Booster groups			
	Reading	Writing	Maths	Other
	Decodable books (KS1) Book banding	Letter joins Spelling Groups	TTRS Fluency KS1	PSHE: Buddy systems
<b>Intervention strategies for targeted pupils</b>	Reading	Writing	Maths	Other
	Reading buddies Accelerated Reading Precision teaching 1 to 1 reading Keep up Phonics Catch up Phonics Focussed feedback	1 to 1 writing Focussed feedback	Booster groups TTRS Maths interventions Precision teaching for fluency Focussed feedback	Speech and Language Fun fit Superstars (KS2) Little Stars (KS1) Emotional Literacy Support (ELSA) Academic Mentors Theraplay Club house Music and Movement Club Mindfulness Club Cannoville Coaching Routes to Inclusion (R2i) School Counseller
<b>Specialist Intervention strategies for children</b>	Reading	Writing	Maths	Other
	Lighthouse Clubhouse Sensory stories Symbols from Communication In Print 1 to 1 reading	Lighthouse Clubhouse Sensory mark making Dough Disco for fine motor development Individual Occupational Therapy programmes 1 to 1 writing	Lighthouse Manipulatives 1 to 1 maths	Lighthouse Clubhouse Speech and Language Programmes Physiotherapy Programmes Sensory Occupational Therapy Programmes Occupational Therapy Programmes Occupational Therapy Programmes Contenance Team Programmes

## **The Lighthouse**

At Fernwood Primary & Nursery School we have a Focused Provision (a specialist provision) called "The Lighthouse". This is a teaching and learning provision for children with complex additional needs with a diagnosis of Autism Spectrum Disorder.

Our purpose- built provision opened in October 2022 and serves our school community. The Lighthouse is a 10-place provision with 4 places allocated by the Local Authority SEND Team in liaison with school. This will not impact on our pupil numbers on roll.

The aim of The Lighthouse is to provide an inclusive education for our children with the greatest need. The emphasis is on academic steps of progress together with developing the children's social and emotional needs, speech, language and communication needs and developing each child's levels of independence.





















































Each child has an Individual Provision Plan (IPP) and some children may have an Education, Health and Care Plan (EHCP). Each child receives an entitlement of the Lighthouse - its daily routines and structures within a Primary curriculum but also individualised learning to match each child's needs.

The Lighthouse is led by Ms Morris and her team including 3 Level 4 Teaching Assistants with experience across a wide range of SEND strategies and practice. All members of the team working in The Lighthouse have a passion and understanding for the children in their care and see it as their role to be the children's advocates.

We work in liaison with The Inclusive Education Services including the ASD Team and Educational Psychology as well as NHS services such as Speech and Language Therapy, Physiotherapy and Occupational Therapy.

We continually review our provision to ensure we are implementing best practice in all areas of teaching and learning to deliver "Excellence for All".

## What teachers do

Before Teaching	
<b>Anticipate Barriers</b>	<ul style="list-style-type: none"> <li> Differing levels of prior knowledge</li> <li> Vocabulary understanding</li> <li> Different skills may be required</li> <li> Particular SEND</li> <li> Decoding texts</li> <li> Limited working memory</li> <li> Cultural experiences</li> <li> EAL</li> <li> Misconceptions</li> <li> Complexity of resources</li> </ul>
<b>Address Barriers</b>	<ul style="list-style-type: none"> <li> Supply background knowledge - use retrieval</li> <li> Teach the vocabulary explicitly</li> <li> Introduce concepts via discussion</li> <li> Use images/video/technology to contextualise information</li> <li> Teach learning behaviours - routines</li> <li> Read texts in advance</li> <li> Plan scaffolds</li> <li> Improve accessibility</li> <li> Prepare models</li> <li> Visualiser</li> <li> Target support from a TA</li> </ul>
<b>Use assessment to elicit evidence of learning</b>	<ul style="list-style-type: none"> <li> Questioning</li> <li> Low stakes Quizzes</li> <li> Tests</li> <li> Production tasks e.g. writing, an experiment, painting, performing</li> <li> Interactive talk, speaking and listening</li> <li> Hinge questions</li> <li> Labelling diagrams</li> <li> Mini whiteboards</li> </ul>
<b>Other considerations</b>	<p style="color: red;">Assessment will inform subsequent planning and in the moment adaptations. Think about how responses will be monitored and does the assessment create barriers?</p>
During Teaching	
<b>Use assessment to elicit evidence of learning</b>	<ul style="list-style-type: none"> <li> Questioning</li> <li> Low stakes Quizzes</li> <li> Tests</li> <li> Production tasks e.g. writing, an experiment, painting, performing</li> <li> Interactive talk, speaking and listening</li> <li> Hinge questions</li> <li> Labelling diagrams</li> <li> Mini whiteboards</li> </ul>
<b>Examples of in the moment adaptations</b>	<ul style="list-style-type: none"> <li> Adjust challenge level</li> <li> Change the language used</li> <li> Clarify a task, provide steps or checklist</li> <li> Highlight essential content</li> <li> Re-explain a concept in a different way</li> <li> Give additional examples or non-examples</li> <li> Peer support</li> <li> Question for understanding</li> <li> Support groups</li> <li> Additional scaffolds</li> <li> Use AfL</li> <li> Use analogies</li> <li> Provide prompts</li> <li> Further modelling</li> <li> Improve accessibility e.g. read a text to student, move closer to the teacher</li> </ul>