

**Sheet Primary School**

**Characteristics of Highly Effective Inclusive Practice**

**'Making a Difference for Every Child'**



<b><u>Characteristic 1</u></b>	<b><u>Characteristic 2</u></b>	<b><u>Characteristic 3</u></b>	<b><u>Characteristic 4</u></b>	<b><u>Characteristic 5</u></b>
Inclusive, empowering learning, environment	Effective learning journeys	Effective scaffolding	Modelling	Assessment for learning

<b><u>Characteristic 1</u></b> <b>Learning Environment</b> <b>Inclusive, empowering learning, environment that promotes independence</b>			
<b>Systems and Routines</b> Clear, consistent systems and routines free children to focus on learning.	<b>Sense of Belonging</b> A strong sense of belonging for all children creates psychological safety and allows children to focus on learning.	<b>Learning Walls</b> Learning walls capture the content of learning journeys and helps to scaffold learning for all children.	<b>Knowledge of Children</b> Adults know the children in their class: they know likes, dislikes, interests and aspirations
Systems and routines are created, communicated, practised and reinforced for all parts of a child's day, including the following: <ul style="list-style-type: none"> <li>• Morning routines</li> <li>• Transitions within lessons</li> <li>• Transitions between lessons</li> <li>• Transitions to and from Break and Lunchtime</li> <li>• End of the day</li> </ul>	The physical environment, ethos and language used creates a strong sense of belonging, promotes independence and fosters a caring community where children are encouraged to develop their fullest potential. <ul style="list-style-type: none"> <li>• Celebration of work and values through Celebration Assemblies</li> <li>• Opportunities to share experiences with relatives and friends throughout our community</li> </ul>	<ul style="list-style-type: none"> <li>• Prior learning prompts are displayed</li> <li>• Key vocabulary is gathered in meaningful ways</li> <li>• Model answers are displayed where appropriate</li> <li>• Key learning is gathered over the course of a learning journey which prompts the easy retrieval of prior learning</li> <li>• Key knowledge and skills are displayed throughout areas of learning</li> <li>• WAGOLs are displayed as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Adults recognise that getting to know their children is a core part of their role.</li> <li>• Adults intentionally seek to connect with the children in their class.</li> <li>• Adults use their knowledge of children to identify and overcome barriers to learning.</li> <li>• Home school communication links where necessary to promote settling and wellbeing</li> </ul>

	<ul style="list-style-type: none"> <li>• Accessible resources and adaptations which allow for independence</li> <li>• Language resources for children who speak English as an additional language</li> <li>• Personalised learning for those where necessary</li> <li>• Buddy system for new starters</li> </ul>		
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<p style="text-align: center;"><b><u>Characteristic 2</u></b></p> <p style="text-align: center;"><b>Learning Journeys: effective learning journeys where learning is broken down and ordered appropriately for all children</b></p>			
<b>Planning</b>	<b>Clear Intent</b>	<b>Clear Sequence</b>	<b>Clear Assessment and Evaluation</b>
<p>Effective learning journeys are planned by first being clear about its purpose and place within a child's journey through school</p>	<p>Effective learning journeys have clearly defined intended outcomes for all children</p>	<p>Effective learning journeys sequence chunks of learning in appropriate sequence</p>	<p>Effective learning journeys culminate in opportunities to assess whether children know and can do more</p>
<ul style="list-style-type: none"> <li>• Learning journeys are planned to build on key learning from previous year groups</li> <li>• Learning journeys are planned to prepare children for future learning</li> </ul>	<ul style="list-style-type: none"> <li>• Learning journeys have a clear overall purpose: the learning of knowledge and skills</li> <li>• Learning journeys support Teachers to clearly articulate the intended learning of knowledge and skills</li> <li>• Teachers know how the learning journey builds on children's prior knowledge and previous experiences and what the key learning is leading children to knowing next.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning journeys break key learning into appropriately sized chunks of learning for all children</li> <li>• Learning journeys order the teaching of chunks of learning so that learning is cumulative</li> <li>• Learning journeys scaffold the learning and applying of new skills and knowledge</li> <li>• Learning journeys allow children to be immersed in subject content</li> <li>• Learning journeys allow children to make links between subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Learning journeys result in meaningful outcomes and opportunities for assessment</li> <li>• Learning journeys create meaningful opportunities for children to apply previously learned knowledge and skills independently</li> <li>• The effectiveness of learning journeys are evaluated and planning is adapted in the moment</li> <li>• Children's remembering of knowledge is tracked and information is used to inform future planning</li> </ul>

### Characteristic 3

**Scaffolding: effective scaffolding is employed to support high levels of success for all children**

<p style="text-align: center;"><b>Vocabulary Effective</b></p> <p>scaffolding is used to explicitly teach vocabulary to all children</p>	<p style="text-align: center;"><b>Resources</b></p> <p>Resources are used that enable children's working memory to engage with each lesson's key learning</p>	<p style="text-align: center;"><b>Use of adults</b></p> <p>Adults are used to support inclusion and promote independence</p>	<p style="text-align: center;"><b>Learning Schedules</b></p> <p>Learning schedules are used to support independence and promote inclusion</p>
<ul style="list-style-type: none"> <li>• Vocabulary to be learned is planned</li> <li>• Vocabulary is explicitly taught, using multi-sensory stimuli, word grids or word maps.</li> <li>• Vocabulary is displayed in organised ways which support children to organise the new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Resources are provided to reduce children's cognitive load so that they can focus on the lesson's key learning.</li> <li>• Resources are used to support the understanding of facts and knowledge</li> <li>• Resources are used to support the understanding of how to employ key skills</li> <li>• Scaffolding is used to 'scaffold up' in ways that include all children in core learning with high levels of success.</li> </ul> <p>Examples when writing may include the following:</p> <ul style="list-style-type: none"> <li>• word banks</li> <li>• sentence stems</li> <li>• sentence grids</li> <li>• prompt questions</li> <li>• steps to success</li> <li>• WAGOLs</li> <li>• pictures</li> <li>• videos</li> </ul> <p>Examples in Maths may include the following:</p> <ul style="list-style-type: none"> <li>• concrete resources</li> <li>• pictorial representations</li> </ul>	<ul style="list-style-type: none"> <li>• Adults know what the intended learning is for the children in the class</li> <li>• Adults know how the knowledge or skills are going to be taught</li> <li>• Adults mirror the key language of the Teacher's explicit teaching</li> <li>• Adults model using resources to access learning activities</li> <li>• Adults use questions to lead children to high levels of success without giving the children answers</li> <li>• Adults use AfL to identify barriers to learning which can be overcome within a lesson</li> <li>• Adults use AfL to ensure that work is matched to children's readiness</li> </ul>	<p>Resources are provided to scaffold children's independent access to main class teaching.</p> <p>For some children, this may include the use of the following resources:</p> <ul style="list-style-type: none"> <li>• Visual timetable</li> <li>• Now/Next board</li> <li>• Task checklist</li> <li>• Ready to learn checklist</li> </ul>

	<ul style="list-style-type: none"> <li>partly completed examples</li> <li>sentence stems</li> <li>worked examples</li> </ul>		
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**Characteristic 4**  
**Modelling: adults model new learning in ways which lead to high levels of success for all children**

<p><b>Builds on prior learning</b> Effective modelling begins by retrieving prior learning</p>	<p><b>I do</b> Effective modelling includes 'I do' explicit teaching where adults demonstrate key learning</p>	<p><b>We do</b> Effective modelling includes 'We do' shared learning where adults include children in the work being modelled</p>	<p><b>You do</b> Effective modelling includes 'You do' opportunities for children to demonstrate the same level of learning that has been modelled in 'I do' and 'We do'</p>
<ul style="list-style-type: none"> <li>Modelling establishes known facts, known knowledge.</li> <li>Modelling links known knowledge.</li> <li>Modelling reveals the need to learn the next step.</li> </ul>	<p>Modelling transfers to the children intended substantive or disciplinary knowledge and then demonstrates how to achieve at the levels they will be working at.</p> <p>Modelling begins with explicit teaching, which demonstrates the meaning of new substantive and disciplinary knowledge:</p> <ul style="list-style-type: none"> <li>The learning objective is introduced in context</li> <li>Key vocabulary is taught, using scaffolding</li> <li>Substantive or disciplinary knowledge is demonstrated, using cognitive strategies (strategies or memorisation techniques)</li> <li>Substantive or disciplinary knowledge is demonstrated,</li> </ul>	<p>Conceptual Learning - substantive knowledge</p> <ul style="list-style-type: none"> <li>Teachers provide opportunities for children to encode and retrieve new knowledge in organised ways</li> <li>Teachers ask further questions to engage cognitive and metacognitive thinking</li> <li>Teachers check for misconceptions</li> </ul> <p>Procedural Learning - disciplinary knowledge</p> <ul style="list-style-type: none"> <li>Teachers complete some of the steps</li> <li>Children complete some of the steps</li> <li>Teachers ask further questions to engage cognitive and metacognitive thinking</li> </ul>	<p>Conceptual Learning - substantive knowledge</p> <ul style="list-style-type: none"> <li>Teachers provide opportunities for children to recall and apply the new knowledge that has be taught</li> <li>Teachers check for misconceptions and provide feedback</li> <li>Further input is given before children move on to work which requires additional knowledge</li> </ul> <p>Procedural Learning - disciplinary knowledge</p> <ul style="list-style-type: none"> <li>Teachers provide opportunities for children to work at the level that has been modelled</li> </ul>

	<p>using metacognitive strategies (ways to monitoring our thinking/choices/decisions)</p> <ul style="list-style-type: none"> <li>Thinking aloud is used to explicitly demonstrate cognitive and metacognitive strategies</li> <li>Teachers model questions/tasks at the level that children will begin learning</li> </ul>	<ul style="list-style-type: none"> <li>Teachers check for misconceptions</li> </ul>	<ul style="list-style-type: none"> <li>Teachers check for misconceptions and provide feedback</li> <li>Further input is given before children move on to work which requires additional knowledge</li> </ul>
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<p align="center"><b>Characteristic 5</b></p> <p align="center"><b>AfL: effective assessment practices maximise the progress of all children within learning time</b></p>			
<p align="center"><b>Builds on prior learning</b></p> <p>Effective AfL checks that children have retrieved prior learning with success before moving on</p>	<p align="center"><b>Checks for understanding: input</b></p> <p>Effective AfL checks for understanding during an input and before sending children to work independently</p>	<p align="center"><b>Checks for understanding: lesson time</b></p> <p>Effective AfL checks for understanding throughout the course of a lesson and results in the reshaping of learning to meet children's unfolding needs</p>	<p align="center"><b>Checks for understanding: end of lesson</b></p> <p>Effective AfL checks for understanding at the end of a lesson</p>
<ul style="list-style-type: none"> <li>Teachers use assessment for planning as much as possible. At the start of a lesson, Teachers ensure that children have recalled the knowledge that new learning will build upon.</li> <li>At the end of the lesson, Teachers ensure that children have recalled the knowledge that the next step in the lesson will build upon</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities are built into lessons to check for understanding before progressing within an input from 'I do' to 'We do' to 'You do'.</li> </ul>	<ul style="list-style-type: none"> <li>Live marking is used to ensure that errors and misconceptions are addressed</li> <li>Live marking is used to gather common misconceptions and to inform mini-plenaries or the reshaping of learning activities</li> <li>Live marking is used to tighten the match of work for individual children</li> </ul>	<ul style="list-style-type: none"> <li>Live marking is used to identify the achievement of children's learning</li> <li>Live marking is used to inform the delivery of a plenary</li> <li>A plenary may be used to summarise key learning, to provide feedback and to signpost next steps</li> <li>Marking at the end of the lesson is used to inform</li> </ul>

		<ul style="list-style-type: none"><li>• Live marking is used to identify children who are ready to progress</li></ul>	teacher of children who may need to consolidate.
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