

Blackhorse Primary School



Teaching & Learning Handbook 2025-26

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Our Mission:

To Build Champion Children through:
Extensive Opportunities
Expert Tuition
Purposeful Practice
& Personal Effort.

Our values are the attributes that underpin our vision. We teach children:

Respect – for themselves, their families, their communities.

Pride – in their attitude and work; striving for their best effort.

Bravery – to attempt things with will be hard and challenge them.

Success – to aspire to be the best version of themselves.
To believe they can change the world.

Our school's Priorities 2025-26

Priority 1: All children will thrive academically, socially and personally because of the school's mission – focusing specifically on disadvantaged children.

Goal: (short-term goal): Improve attendance & engagement of disadvantaged groups through deliberate use of targeted strategies.

Active Ingredients:

1A Introduce Leaf multi-lingual children' strategy

1B Introduce sentence scripts (PGP)

1C Support staff to address early attendance policies.

1D Become champions for inclusion across the Trust.

1E Improve Enrichment, Visits & Visitors.

Priority 2: Further refine the writing strategy so that all children excel in writing, especially those experiencing disadvantage or those who could achieve the greater depth standard.

Goal: (short-term goal)

Enhance adaptive practice, oracy scripts and teaching of GDS techniques so that more disadvantaged boys achieve EXS and more children achieve GDS overall.

Active Ingredients:

2A: Develop Narrative Progression

2B: Refine Adaptive Teaching Strategies in Writing Lessons

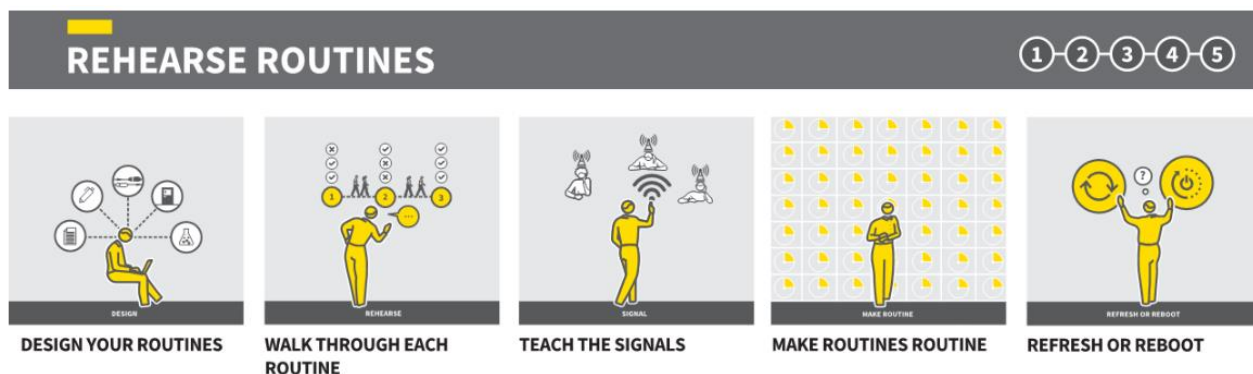
2C: Develop opportunities for writing for an audience

2D: Develop bespoke interventions to improve fluency and grammatical accuracy of disadvantaged boys

Teaching Behaviour & Routines



Non-Negotiable Routines



Routines are the bedrock of good behaviour and purposeful learning. They should 'make the invisible visible' to children by explicitly breaking down your expectations into teachable steps.

Designing & practicing your routine:

	A. Ideally your routine should be three steps.
	B. Each action should be specific and clearly described so that there is no ambiguity.
	C. <u>Explicitly teach</u> each step of the routine, focusing on high fidelity. Make sure every child learns every step.
	D. Practice the routine until the children have mastered it perfectly. Ask children to do the routine again if they aren't doing it as instructed. <u>Invest time in this.</u>

Types of Non-negotiable routines:

	1. Coming into class in the morning/ after break/ after lunch.
	2. Sitting on the carpet/ at desks listening to the teacher.
	3. Transitioning from the carpet to desks.
	4. Moving around the school.

You may have additional routines which are appropriate for your class.



Ensuring Active Participation

It is important that children actively participate throughout the lesson and aren't just 'passive passengers' in learning. Use these techniques to ensure high levels of participation:

	<u>Give me 5</u> This is the signal for <u>all</u> children to come to attention: (1) Hands still, (2) Feet still, (3) Mouths closed, (4) Eyes looking at adult & (5) Ears listening. EXPECT THIS ALMOST INSTANTANIOUSLY.
	Show-me Whiteboard routines (see class posters)
	Cold Calling  ASK THE CLASS THE QUESTION  GIVE THINKING TIME  SELECT SOMEONE TO RESPOND  RESPOND TO ANSWERS  SELECT ANOTHER STUDENT AND RESPOND AGAIN
	Choral reading, pausing for class response of next word & Close reading.
	Give explicit time limit for completing section of a task.

Behaviour Policy – at a glance



Whiteboard Routine (EYFS)



	Write
	Show: Board under chin
	Turn board around to “Tick or Fix”

Tips:

- Plan questions in advance
- Scan from front of the class – the power of mini-whiteboards is maximised if you ensure that you are located in a central position, so that you can quickly scan and read the students' boards
- Correct most common errors or misunderstandings straight away in class
- To those who got it right, the question is: 'how did you work it out?' Then to those who were slightly wrong: 'what made you think of that'?



	Read the question together. Segment the words ...or... Write the numbers.
	1 answer - big and clear
	Write
	Hide
	Show: Board under chin
	Tick or Fix

Tips

- Plan questions in advance
- Scan from front of the class – the power of mini-whiteboards is maximised if you ensure that you are located in a central position, so that you can quickly scan and read the students' boards
- Correct most common errors or misunderstandings straight away in class
- To those who got it right, the question is: 'how did you work it out?' Then to those who were slightly wrong: 'what made you think of that'?



1 answer - big and clear



Write



Hide



Show: Board under chin



Acknowledge, Identify and Address

Principles of Expert Tuition

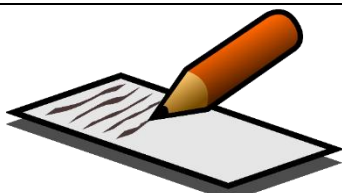
Teach Like a Champion Techniques

At Blackhorse and Emersons, we use an adapted version of Doug Lemov's Teach Like a Champion (TLaC) techniques to ensure that **all** children are actively participating in **all** their learning, **all** the time.

There are 5 techniques:



These techniques are all delivered in an extremely codified, precise way:

Technique		Small Steps	
1	Talk Together		
			
		Step 1: Turn and face	Children physically turn to face, staying quiet as question is repeated
		Step 2: Windows or corridors first?	- Mix it up - Are pairs balanced – behaviour, confidence, ability?
2	Stand and Deliver		
			
		Step 1: Both in the pair stand up.	Both children are accountable for the answer.
		Step 2: Class turn and look at you.	- Use language like "Everybody track x" - Tell speakers not to speak until everyone is facing them - Teacher insist on everyone facing the speaker
3	Stop and Jot		
			
		Step 1: Eyes from teacher to whiteboard	Insist on 100% participation
		Step 2: "Jot your notes!"	Consider if a specific timing is needed
		Step 3: Get ready to share	Use Stand and Deliver technique to share

4	Call and Response		
		Step 1: Teacher says a cue	e.g. "What is a fronted adverbial?"
		Step 2: Pupils respond – together	"A fronted adverbial is a word or phrase, placed at the beginning of a sentence, used to describe the action that follows."
		Step 3: Reveal the answer – on board or teacher says it	Reveal the answer and say it together
5	Cold Calling		
		Step 1: Use Talk Together or Stop and Jot before cold calling, unless you know that they know	 
		Step 2: When they've had thinking time, it's reasonable to cold call. Children Stand and Deliver to answer	
		Step 3: Follow the small steps for Stand and Deliver	

Praise and Prompting



- I'd love some volunteers for this...
- Who would like to respond to Rosie's thoughts?
- Ah I really love what you said Sarah about the importance of..... Who else would like to respond to that?
- Let's hear first from Nisha, then Sonja and Craig can finish the discussion
- Great answer Helen.... Does anyone want to build on that?
- Great answer Helen.... Does anyone want to challenge that
- Brilliant points made by everyone. Who wants to have a go at summarising?



- You had a really great discussion. You listen to one another and both had a turn to share. I loved your point about..... Please could you share with everyone?
- Great discussions Sarah and Paul
- I heard several groups talk about..... Does anyone want to share around this point?
- I can see there aren't very many volunteers. Let's turn and talk and then I will ask for volunteers again.



- I'll give you 45 minutes of thinking time first and then ask a few of you to share ideas
- Angela, I thought what you shared about..... was a really thoughtful point. Will you share more about that with the class?
- Joseph, I noticed you were nodding- do you mind adding?
- After we have read this text/watched this video I'd love to hear from Sarah and then Jacob.
- I would like Max to start us off and then Kayla- you two both jotted/discussed really well



- I just noticed that you jotted _____ that is a brilliant point.
- Sarah's jots follow on from Rosie's please could I hear from Sarah and then Rosie?
- I love the way you have organised your thoughts. Please would you share with the group
- I can see that you have written down some brilliant insights. Please now share with a partner and then I will ask for volunteers.



Principles of Expert Tuition in Foundation Subjects

Where possible, please use this sequence, using the PPT/ Smart Notebook template.

 What are we doing?	Introduce the WALT and explain the state of being/ subject which is being learned today e.g. <i>'Today we are being geographers and learning about geography'</i>.
 Let's remember	Start the lesson by recapping past linked knowledge: from the previous lesson or previous unit. Techniques: Show-me boards, Flashback 4, Quizzing.
 Read it ourselves	1. Introduce new vocabulary (with supporting image) 2. Read the curriculum – get children to close read new knowledge (as you would in reading lessons) before explaining it to them.
 I do...	Explain the key concept/ idea and model with examples. Techniques: Thinking aloud, steps to success.
 We do...	Complete an aspect of the learning task together to ensure the children understand what is being asked of them and your expectations.
 You do...	Children complete a learning task. <i>This should be tightly linked to the WALT, <u>not</u> a general task which isn't a tight fit.</i>
 Learning Check	Finish by checking children's understanding. Techniques: Quizzing, Think-pair-share, 'Tell me more?', 'and you know that because?'

Lessons may have some of these in a different order, and some lessons won't require a particular element. However, most lessons will have an aspect of all elements.



Principles of Retrieval & Spaced Retrieval Across the Curriculum

At Blackhorse we use retrieval and spaced retrieval as a way of supporting children's learning and their committing of knowledge to their long-term memory.

Retrieval Practice:

Retrieval practice is a learning technique in which children actively recall information from memory rather than just re-reading or reviewing it. For example, instead of just looking at notes' children are asked to try to write down or share something they remember. This process strengthens memory and makes it easier to remember the information later.

Spaced Retrieval:

Spaced retrieval is a specific application of retrieval practice designed to spread out attempts to recall information over longer periods of time. Instead of trying to remember something over and over in one unit of learning, children are brought back to knowledge acquired in the previous unit or units. This method helps reinforce the memory and makes it more durable over the long term.

The following pages outline retrieval process for:

- EYFS and KS1
- Year 3 and 4
- Years 5 and 6

And agreed approaches for spaced retrieval.

WEEKLY & MONTHLY REVIEW

1 2 3 4 5

The process for activating prior knowledge in EYFS and EYFS/KS1

				
GENERATE STUDY RESOURCES	PLAN FOR SPACED PRACTICE	SET A RETRIEVAL PRACTICE ACTIVITY	EXPLORE GAPS AND ERRORS	MAKE CONNECTIONS
- Floor books - Learning Walls - Visual Prompts	Once per week in Enquiry (minimum) Once per week in other subjects (where appropriate) Two questions per quiz	<u>Quizzing</u> - Ask children the question and tell children the two options, which must be displayed on a whiteboard with an image and a written word. - Place options on opposite sides of the room. - Repeat question and choices. - Children make choice by moving to what they believe the answer to be and standing next to it. - Support children to make a choice if they are unsure.	Ask one child with the correct answer to explain their choice. - Ask one children with the incorrect answer to explain their choice. - Give children the opportunities to change their answer, after hearing what others have said by moving sides. - Tell children the correct answer and explain the reason and where possible, show children evidence e.g. floor book/book. - Make a note of any children who have got the incorrect answer to follow up. - Repeat with a second question.	Make explicit how the quiz links to today's learning.

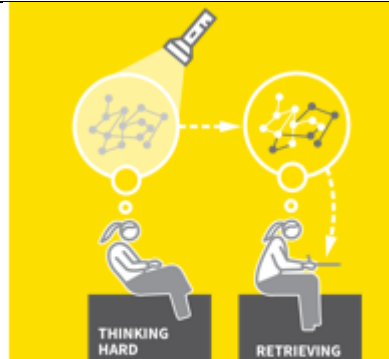
The process for activating prior knowledge in Year 3 and Year 4

				
GENERATE STUDY RESOURCES	PLAN FOR SPACED PRACTICE	SET A RETRIEVAL PRACTICE ACTIVITY	EXPLORE GAPS AND ERRORS	MAKE CONNECTIONS
Children to have knowledge organisers in their books – produced by the teacher. The children are encouraged to read through their knowledge organisers before quizzing. Wider reading around the topic is encouraged to recap and embed learning.	Refer to previous key learning targets when planning quiz questions. Multiple choice quiz (could be Plickers) used at the beginning of a new enquiry or topic to draw upon previous learning (either from a previous year or enquiry) which will be relevant to the new/current unit. Multiple choice quiz used additionally (at least 3 x per topic) throughout the unit to review key learning points as you progress. Termly quizzes recap key learning points from previous enquiries at least month after teaching.	Expectations for multiple choice quizzes: • 5 questions with appropriate/plausible answers. • Questions or answers are visual – using images wherever possible. • When using worded questions, options are simple – one or two words. • If using Plickers - 3 step process displayed in class and followed.	Misconceptions are anticipated when planning questions and answer options. Misconceptions are addressed within the moment, before moving on to the next question. If there is a common misconception/gap, a question on this topic should be included in termly quizzes until secure.	Be explicit as to how the quiz topics are relevant to what they will be learning in the new unit.

WEEKLY & MONTHLY REVIEW

1 2 3 4 5

The process for activating prior knowledge in Year 5 and Year 6

				
GENERATE STUDY RESOURCES	PLAN FOR SPACED PRACTICE	SET A RETRIEVAL PRACTICE ACTIVITY	EXPLORE GAPS AND ERRORS	MAKE CONNECTIONS
These could include a range of resources: - Knowledge organisers - Quizzes – created during planning (but could use from previous year group) - Slides – and revisit these - Reading across the curriculum - Displays/learning walls -	1. Quick quiz at the start of every wider curriculum lesson. <i>This is based on content from recent learning which is needed for the lesson about to be taught – connecting prior learning to new learning</i> 2. Every term, children to complete a longer quiz where they need to recall previously taught information. As the year goes on, more questions can be added to this quiz so at the end of the year, you can easily assess core knowledge. This is to embed the learning children have done.	Short, quick retrieval practise to be done weekly. This could consist of: - Whiteboard quiz - Plickers quiz - Google forms quiz - Paper quiz - Labelling activity - Power-point slide quiz More lengthy (20 minutes) quizzing to assess core knowledge termly. Each term, teachers can build on their quiz by adding five new questions from their latest enquiry. By the end of the year, this will be a long quiz containing questions about the core knowledge for that year group.	Short, quick retrieval practise can be used in the moment to see who does not understand the core knowledge needed for that upcoming lesson. This ensures teachers can address any learning gaps before moving children forward. The more lengthy quizzes which are to be done at the end of every enquiry are a summative assessment tool which will eventually contain questions based on core knowledge from each enquiry taught that year. This will be an opportunity for children to revisit prior learning and ensure they are retrieving the core knowledge regularly throughout the year.	The use of quizzing will allow children to make connections regularly with prior learning and new learning to help them embed the learning. Children will be encouraged to use the study resources to help aid their recall.

Spaced Retrieval at Blackhorse



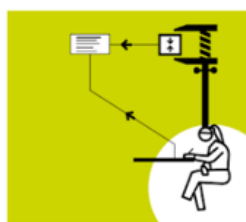
SHOW ME



QUIZ



MAP IT



SUMMARISE



ELABORATE

Technique	Description	Example task	Suitable subjects
Show me	<i>Ask children to demonstrate a procedure, skill or routine.</i>	Demonstrate previously taught skills either physically or in writing.	PE Writing Maths Science Investigations Computing
Quiz	<i>Ask the children factual questions.</i>	Multiple choice on whiteboards. Pickers. Vocabulary with definition missing words. Left/ right side of room for answer A or B.	All subjects.
Map it	<i>Ask students to organise information into categories or sequences.</i>	Ordering events on timeline. Properties of shapes/ materials/ biomes etc.	Science History Geography Maths
Summarise	<i>Ask students to generate a list of key points or write a short summary in a paragraph/ orally.</i>	'Re-read knowledge organiser/ text/ work in book', close/ cover and summarise to a partner. Write/ tell partner answer to a question or explain core knowledge.	History Geography Science
Elaborate	<i>Ask students to elaborate from some key words or picture.</i>	Show children a picture and ask them to discuss. Give the children 2-3 vocabulary words and ask them to write a sentence including / connecting them.	EYFS History Geography Science RE Computing

WHERE IT FITS IN:

Within a unit:

- Activate prior knowledge 'Let's remember' at the start of a lesson.
- 'Learning check' at the end of a lesson.

During 'memory week' - focusing on Maths, History, Geography & Science knowledge.

- Based on knowledge from previous term/ earlier in year.
- Recap knowledge by:
 - **Monday:** re-teach key knowledge/ context.
 - **Wednesday:** check children's recall using any of above techniques.
 - **Instead of a reading lesson:** Demonstrate knowledge of whole unit (answer enquiry question).

Marking & Feedback Summary

See the full marking policy for full details.

The following symbols/ abbreviations are used:

Symbol/ Abbreviation	Meaning
TG	Teacher has worked with an individual/ group and oral feedback was given throughout. Further written feedback is therefore not necessary.
TA	Teaching Assistant has worked with an individual/ group and oral feedback was given throughout. Further written feedback is therefore not necessary.
ST	Supply Teacher. <i>It is the supply teachers' responsibility to mark all work.</i>
✓	Correct
•	Incorrect
WALT highlighted Green	The child has fully understood the concept/ skill. No further feedback is necessary at this point.
Pink →	Pink Arrow indicates a marking task in English.

Marking in English (see Writing Strategy)

Marking in Maths:

All maths problems should be marked either with a tick if correct or a dot if incorrect. This may be done during/ after the lesson and may, where there is a single correct answer, be done with/by the children.

Where all problems/ calculations are correct and no further feedback/ prompts are required prior to the next lesson, then the teacher may underline the WALT with a Green highlighter pen to show that the objective has been fully met.

Where all/ most of the problems/ calculations are incorrect and significant one-to-one support is likely to be needed to address the misconception, the teacher may choose to underline the WALT in a Pink highlighter pen to show that the objective has not been understood (and that further direct teaching is required).

Marking in maths should aim to develop mathematical reasoning and encourage the children to articulate why a solution is correct/ incorrect in one of the following ways:

Speech Bubble Prompt:	Underline Prompt:
 Put a pink speech bubble around a CORRECT calculation/ solution. Child has to write next to this WHY the calculation is correct (articulating their understanding).	_____ . Put a pink line underneath an INCORRECT calculation/ solution. Child has to write next to the line WHY the calculation is incorrect (articulating their understanding).

Children should respond to marking in this way in maths at least once per week.

- The steps symbol will indicate the 'Next steps' necessary to narrow the gap between the child's current understanding and the expected or next level of understanding.
- Children should be given time to respond to next steps.
- Occasionally the 'Next Step' comment will not require a written response from the child.
- Periodically (at the beginning/ end of a unit etc) children will be asked to reflect on their learning and self-assess their current level of understanding. This will be done on a post-it note which will be stuck next to the children's work.

Specific guidelines for Other Subjects.

Work in all subjects should be valued equally and the same high standards expected in all. Marking and feedback therefore needs to support this.

Teachers should mark all work in all subjects although the depth of marking will depend on the type of activity and degree of feedback required e.g.:

- I. Where a child has met the WALT and no further feedback is necessary, the WALT should be underlined neatly in Green highlighter pen.
- II. All short-burst writing in any subject should follow the marking guidelines listed in 4.1.
- III. All answer-based tasks e.g. comprehension questions/ diagrams etc should be ticked as correct or a dot if incorrect. Where possible, children should be encouraged to correct incorrect responses.

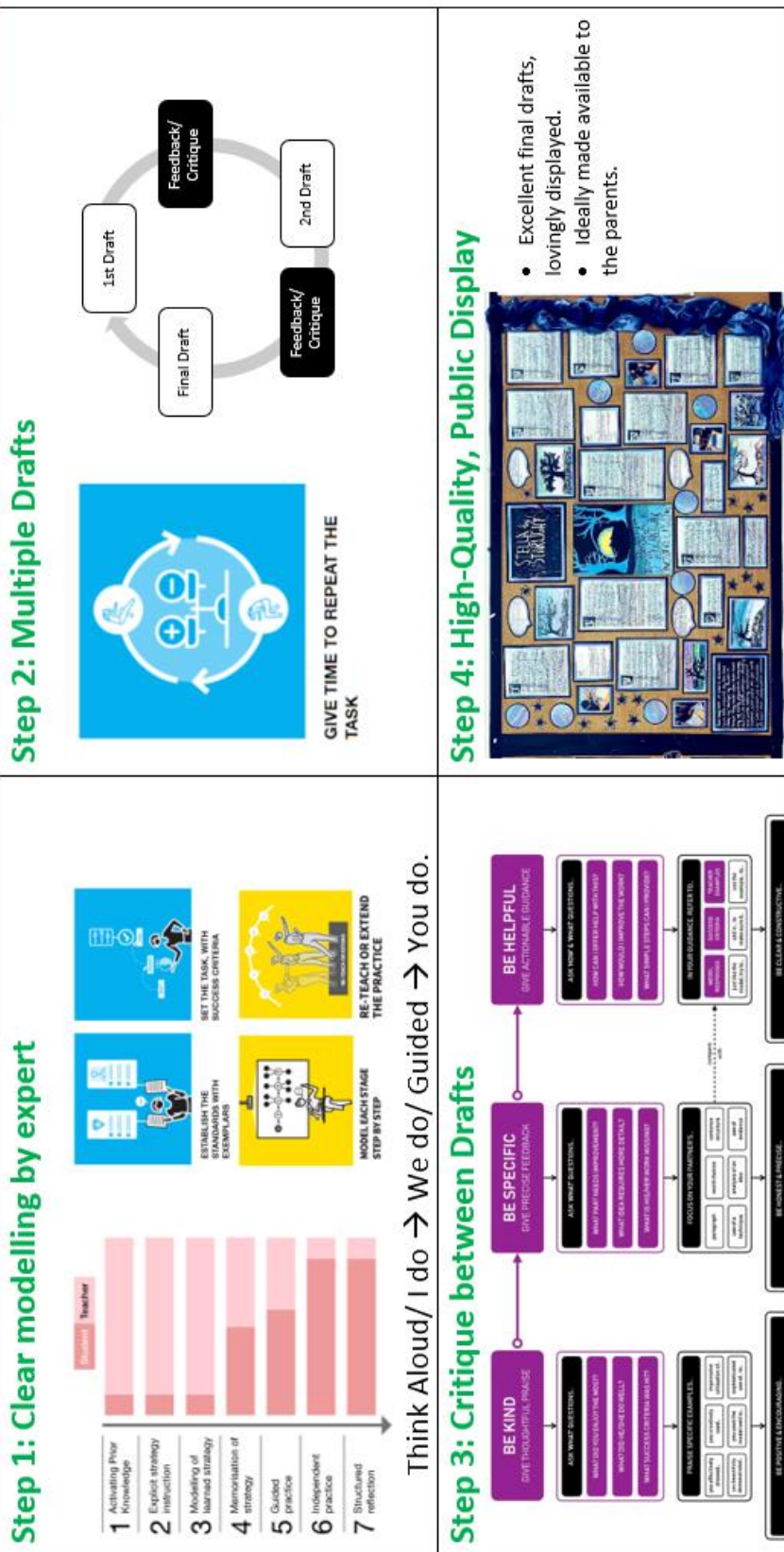
QUESTIONING

Asking questions is natural and intuitive. Teachers use questions to engage the pupils and support active participation. Teachers also uses questions as part of the assessment of learning in order to determine how they best structure, organise and present new learning.

Strategy	Process	Impact
Thinking Time: Consciously waiting for a pupil or class to think through an answer (before you break the silence) e.g 15-30secs	Provide time between setting the question and requiring an answer. Sometimes alerting pupils to the approach and the time available to develop an answer	Prompts depth of thought and increases levels of challenge. Ensures all pupils have a view or opinion to share before an answer is sought.
Time Out: Time for thinking and talking	Time provided for thinking and talking partners, before seeking answers.	Pupils have thinking time, actively think and collaborate to form answers.
No Hands Questioning: Using the 'no hands up' rule	Pupils aware that those required to give an answer, will be selected by the teacher. Teachers alert them to this as questions are asked.	Improves engagement and challenges all pupils to think. When linked to Thinking Time, pupils share ideas and 'position' their own views in relation to others.
Pair rehearsal: Paired rehearsal of an answer or a question	Pairs of pupils are able to discuss and agree responses to questions together.	Encourages interaction, engagement and depth
Eavesdropping: Deploying specific targeted Questions.	Listen in to group discussions and use this to target specific questions to particular groups and individuals.	Facilitates informed differentiation as teachers use what they overhear to modify planning and further questioning.
Pose, Pause, Pounce and Bounce: Move questions and discussions between pupils	Pose – Teacher poses the question as a big question for all to consider and form a response to. Pause – Teacher gives thinking time and possibly discussions together. Pounce – Teacher selects who will provide and answer. Bounce – Teacher 'bounces' the answers from student to student developing the ideas/encouraging all to add their views or extend.	Engages more pupils. Stops teacher being focus for all questioning. Develops connected thinking and development of ideas.
Seek a partial answer:	In the context of asking difficult whole class questions, deliberately ask a pupil who will provide only a partly formed answer, to promote collective engagement.	Excellent for building understanding from pupil-based language. Can be used to lead into 'Basketball questioning'. Develops self-esteem, whilst moderating the level of risk.

Ethic of Excellence

Ethic of Excellence at Blackhorse & Emersons Green





Showcase Corridor Displays

Our corridor displays are how we exemplify the standards we have at our schools. They should be: strong, accurate, beautiful – and we should be proud of them.

A showcase corridor display will have:

1. **A carefully chosen colour-scheme.** Both schools have opted for neutral tones for backing paper, but borders etc can be chosen to match the theme.
2. **A large image which draws the eye.** Enlarged images of an author, artist, artefact, book etc are good for this.
3. **The title font is carefully chosen.** www.1001freefonts.com is good for this.
4. **An explainer box describes the learning** and other smaller boxes may explain specific aspects of the work.
5. **All work is mounted carefully** following the colour-scheme of the display as a whole.

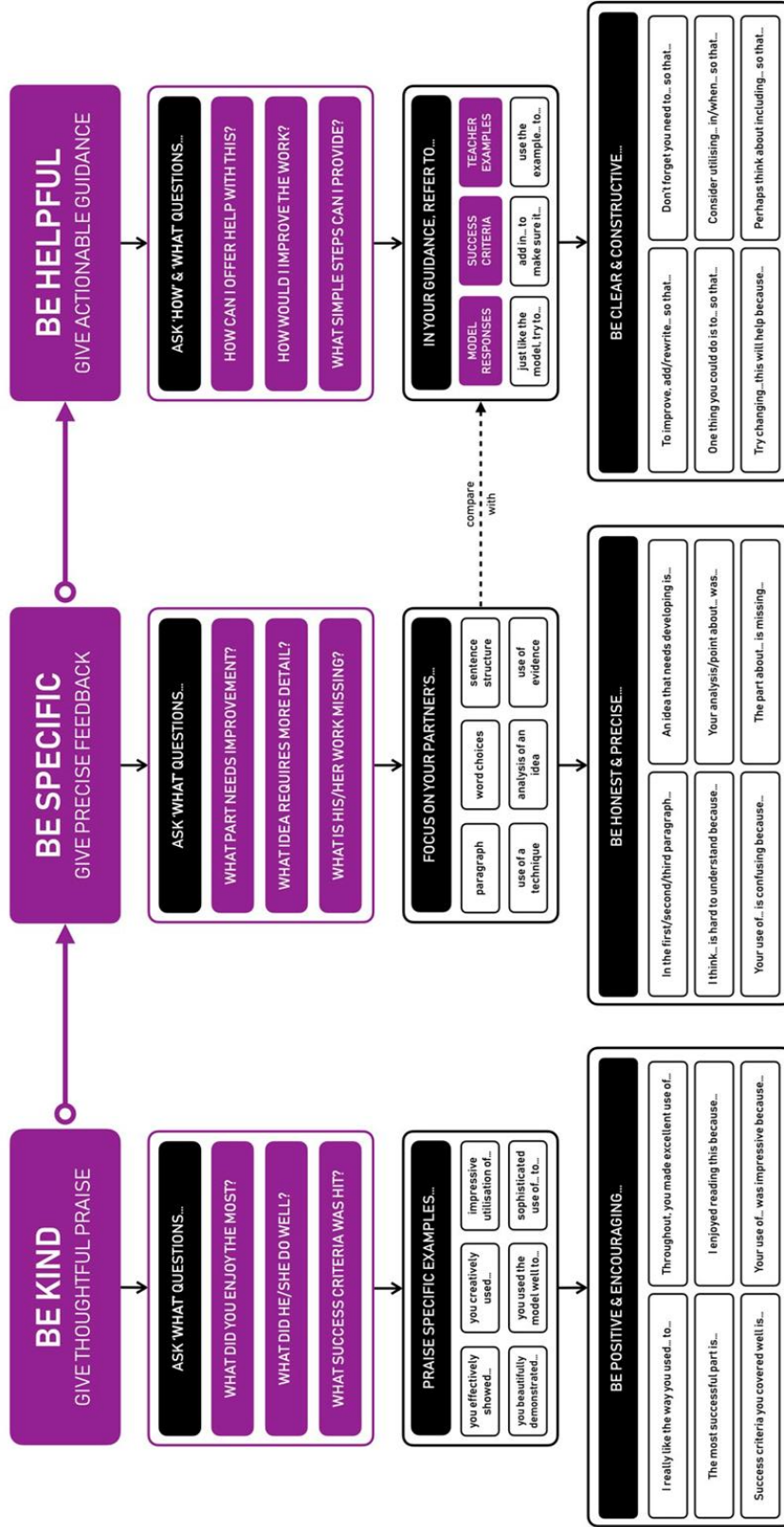
Examples of good Showcase Displays:



Peer Critique at Blackhorse

PEER CRITIQUE KIND, SPECIFIC, HELPFUL

@XpatEducator

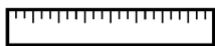
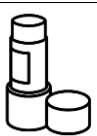


Presentation critique - writing tasks.

Remember to...

1. Be Kind – tell your partner what they did well.
2. Be Specific – tell your partner what they can improve.
3. Be Helpful – tell your partner how they can improve.

Checklist:

	WALT & date written.
<u>WALT</u> 	WALT & date underlined.
Aa 	<u>Capital letters at start</u> of all sentences.
 .	<u>Full stop at the end</u> of all sentences.
	Best handwriting.
	Sheets stuck in straight
	Drawings/ diagrams in pencil

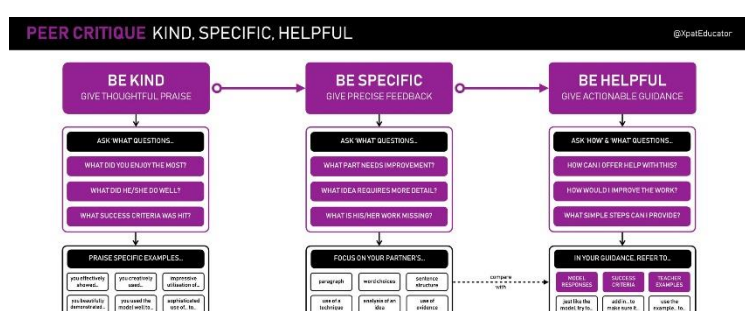
Peer Critique – the process

‘Is it strong, is it beautiful, is it accurate, are you proud of it?’

At Blackhorse/Emersons, we use a codified system of Peer Critique to enable **every child** to be actively involved in improving their own and their peers’ work, regardless of their age, stage or ability.

We explicitly teach children how to deliver Peer Critique, focusing on Ron Berger’s 3 principles:

- **Be kind**
- **Be specific**
- **Be helpful**



Writing – to be used in conjunction with joint Writing Strategy

	Blackhorse	Emersons Green
EYFS & Y1	Editing lessons: Follow whole-class critique and editing of an example, children work in pairs to identify changes needed to grammar, punctuation and spelling. They place one book on top of the other and focus on one aspect at a time. In terms 1-4, the first few changes will be identified in teacher marking (see marking policy) then, any other mistakes will be found and corrected by reading through with their partner.	Editing lessons: Follow whole-class critique and editing of an example, children work in pairs to identify changes needed to grammar, punctuation and spelling. They place one book on top of the other and focus on one aspect at a time.
Years 2-3		
Years 3-4		
Years 5-6	Redrafting lessons: Using guidance from teacher marking and feedback, children work in pairs to support each other in making revisions to a section of their writing. They place one book on top of the other and focus on revising one	Redrafting lessons: Using guidance from teacher marking and feedback, children work in pairs to support each other in making revisions to a section of their writing. They place one book on top of the other and focus on revising one child's writing at a time. Revisions are initially completed on whiteboards to allow for multiple opportunities for critique and revision.

	child's writing at a time. Revisions are initially completed on whiteboards to allow for multiple opportunities for critique and revision. Peer Critique – be kind, be specific, be helpful To aid their discussion, use TLaC strategies Talk Together and Stand and Deliver  	Peer Critique – be kind, be specific, be helpful To aid their discussion, use TLaC strategies Talk Together and Stand and Deliver  
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Maths	
EYFS & Y1	Children work together, guided by the class teacher to unpick reasoning problems (Tiny from White Rose and his many misconceptions). Teacher model using the reasoning toolkit. The joint approach to solving Tiny's mistakes lowers the threat for the children and prepares them for giving Peer Critique to each other as they move up the school.
Years 2-3	
Years 3-4	Children who access reasoning and investigation challenges during the lesson work in pairs to prove they are correct, before moving on. They use the reasoning toolkit to articulate their thought process and unpick any errors with their partner. Class teacher selects children's work to show under the visualiser and models unpicking reasoning/investigation problems for all, later in the lesson, using the reasoning toolkit and the language of kind, specific and helpful.

Years 5-6	The majority of children work with a peer to prove their answers are correct for reasoning and investigation challenges, before moving on. They use the reasoning toolkit to articulate their thought process and unpick any errors with their partner, using the language of kind, specific and helpful.
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Wider Curriculum – PE, Art, Music etc	
EYFS & Y1	Teachers use a combination of WAGOLLS (videos – e.g. Get Set 4 PE) and examples of excellent work from current and past pupils to show what excellent looks like. Teacher points out exactly why it is excellent, using clear and specific language and examples. E.g. <i>“Look at her left foot – do you see that it is pointing forwards? That helps her to balance.”</i> Children use sentence stems to give kind, specific and helpful feedback to a partner, focusing on precise, small steps. This is the Austin’s Butterfly approach. One small step at a time, getting better each time.
Years 2-3	
Years 3-4	
Years 5-6	

Kind, Specific and Helpful Sentence Stems:

BE KIND GIVE THOUGHTFUL PRAISE ↓ ASK WHAT QUESTIONS... WHAT DID YOU ENJOY THE MOST? WHAT DID HE/SHE DO WELL? WHAT SUCCESS CRITERIA WAS HIT? ↓ PRAISE SPECIFIC EXAMPLES... you effectively showed... you creatively used... impressive utilisation of... you beautifully demonstrated... you used the model well to... sophisticated use of... to...	Example sentence stems... You effectively showed... You beautifully demonstrated... You creatively used... The used the WAGOLL successfully to... Impressive use of...
BE SPECIFIC GIVE PRECISE FEEDBACK ↓ ASK WHAT QUESTIONS... WHAT PART NEEDS IMPROVEMENT? WHAT IDEA REQUIRES MORE DETAIL? WHAT IS HIS/HER WORK MISSING? ↓ FOCUS ON YOUR PARTNER'S... paragraph word choices sentence structure use of a technique analysis of an idea use of evidence	Which exact thing will you focus on in your critique? Not too much – must be achievable Not too little – must be worthwhile
BE HELPFUL GIVE ACTIONABLE GUIDANCE ↓ ASK 'HOW' & 'WHAT' QUESTIONS... HOW CAN I OFFER HELP WITH THIS? HOW WOULD I IMPROVE THE WORK? WHAT SIMPLE STEPS CAN I PROVIDE? ↓ IN YOUR GUIDANCE, REFER TO... MODEL RESPONSES SUCCESS CRITERIA TEACHER EXAMPLES just like the model, try to... add in... to make sure it... use the example... to...	Example sentence stems... Just like in the WAGOLL, try to... Add in... so that... If you do this, then you'll be able to... Try to do ... (and then demonstrate).

Planning across the curriculum

Planning in English:

- Please refer to the Reading and Writing Strategies for guidance on planning in English.

Planning in Maths:

- Please refer to the Maths strategy for guidance on planning in Maths.

Skeleton Planning:

Subject leaders have carefully sequenced knowledge and skills within their subjects and have created 'skeleton plans for:

- History
- Geography
- Science
- Art
- Music (new 2025-26)
- PSHE (new 2025-26)
- RE

It is expected that all teachers follow this planning unless advice has been sought from the Subject Leader.

Use of Principles of Expert Tuition Slide Deck:

All the subjects which use skeleton plans (see above) will be delivered using the school's 'Principles of expert tuition' slide deck (see example over).

Example Slide Deck:

Monday 18th March

WALT: Create a 3D topographical map

Today we are being: Geographers.
Subject: Geography



Let's remember

What did we learn last time?

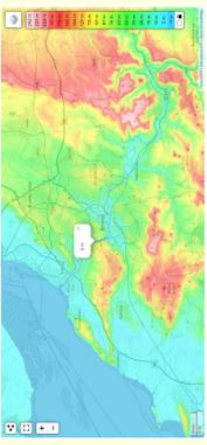
Draw an 8 point compass on your whiteboard and add in the directions

4

Let's remember

What did we learn last time?

Visit Topographic Map site and look at Bristol. What do the contour lines show?



Let's remember

What did we learn last time?

What are rural and urban areas? What's the difference between them?

Stop and jot



Rural



Urban

2

Let's remember

What did we learn last time?

What does this population map of the world tell us about the populations of different countries worldwide?

<https://worldpopulationreview.com/>



5

Read it ourselves

Today's new Vocabulary:

Contour

Valleys

Ocean

Topographic

Rivers

Coast

Sea



Let's remember

What did we learn last time?

What are the 10 biggest UK cities?

Write them down on your whiteboard with a partner.



3

Let's remember

Tell your partner 2 reasons for why people settle near rivers and 2 reasons why they settle near coasts.



6

Read it ourselves

Let's read to learn about...

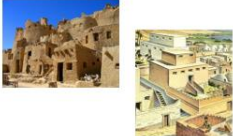


Let's read to learn about...

Knowledge Organisers

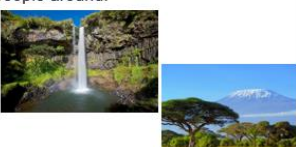
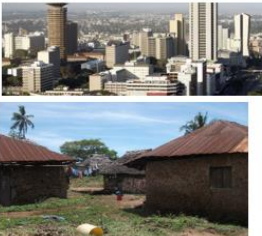
All History knowledge organisers include: location, ruled by, civilisation/empire, inventions, beliefs and houses.

ANCIENT EGYPTIANS KNOWLEDGE ORGANISER

Egypt	Ruled by Pharaohs	Civilisation
The ancient Egyptian's were the people who lived in Egypt between 3100BC and 332BC. 	The ancient Egyptians were ruled by kings and queens were called pharaohs.  Cleopatra Tutankhamun	The ancient Egyptians were around for over 3,000 years. They were the longest surviving civilisation ever! 
Inventions	Beliefs	Houses
They invented a solar calendar (a calendar based on the sun) and a writing system called hieroglyphs.  Solar Calendar Hieroglyphs	Religion was an important part of their civilisation. They worshipped over 2,000 gods and goddesses! The ancient Egyptians also believed in a never-ending afterlife.  Anubis Isis	The ancient Egyptian civilisation began 5,000 years ago when people started building villages next to the River Nile in north-east Africa. 

All Geography knowledge organisers include: locational knowledge, understanding place, map and atlas skills, human geography, physical geography and fieldwork.

Geography Knowledge Organiser - Kenya

Locational Knowledge	Understanding Place	Map & Atlas Skills
There are four regions in the United Kingdom. The United Kingdom is in Europe.  Kenya shares lots of similarities and differences to the United Kingdom. Kenya is in Africa. 	Urban = high population with lots of buildings and roads (cities and towns).  Rural = low population, few houses and roads.  There are urban and rural locations in both The UK and Kenya.	I can locate and name the seven continents on a map and globe I can locate and name the five oceans on a map and globe
Human Geography	Physical Geography	Fieldwork
Human and physical features are things that you can see all around you. Human features are things like houses, roads and bridges. They have been built by people. 	Human and physical features are things that you can see all around you. Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around. 	I can use photographs and stories to learn what it is like to live in both rural and urban Kenya. 

How to use a knowledge organiser.

Firstly, stick the knowledge organiser into children's books as the first page of a new unit of learning/topic/enquiry. Children can then refer to the knowledge organiser.

During the first lesson in a unit of learning/topic/enquiry, read the knowledge organiser with the children and encourage discussion, research and retrieval from previous learning.

During a unit of learning/topic/enquiry use the knowledge organiser in the following ways:

- Use the knowledge organiser as a stimulus for talk. Discuss the knowledge organiser at the beginning of the unit of learning/topic/enquiry, asking the children what information has sparked their interest and if they have any questions.
- Use knowledge organisers as a tool for retrieval alongside low-stakes quizzes.
- Use knowledge organisers to identify gaps in children's knowledge throughout the unit of learning/topic/enquiry: What have they understood? What needs more work?
- Display an enlarged copy on a working wall, encouraging children to add information around it during the unit of learning/topic/enquiry.
- Make links between knowledge organisers to help children understand how their learning connects. For example, remind the children of a previous year's knowledge organiser and discuss how their new knowledge links and builds upon it.
- Use the knowledge organiser as a handy spelling and vocabulary reminder. Keep it visible and expect the children to use the vocabulary correctly.

Explicitly taught Vocabulary:

Subject leaders have agreed the vocabulary to be explicitly taught in each unit of learning for all year groups in all subjects, this is outlined in each subjects knowledge development document.

Subject leaders have created a vocabulary document that lists all vocabulary to be taught in their subject; broken down into year groups and terms and includes the agreed definitions. This supports effective teaching and learning for the children and ensures the new knowledge isn't taught without the technical vocabulary to accompany it.

Explicit teaching of vocabulary:

Teachers create vocab cards that have the new word on one side and the agreed definition on the other. These are used to teach the new word using the 'I say, you say' approach along with application of the new vocabulary within the reading section of lessons. Following the explicit teaching of the new vocabulary the flash cards are used during the 'Lets Remember' section of lessons as well as during small pockets of time throughout the school day/week to facilitate retrieval and spaced retrieval.

Christianity



the religion of Christian people.

Jesus

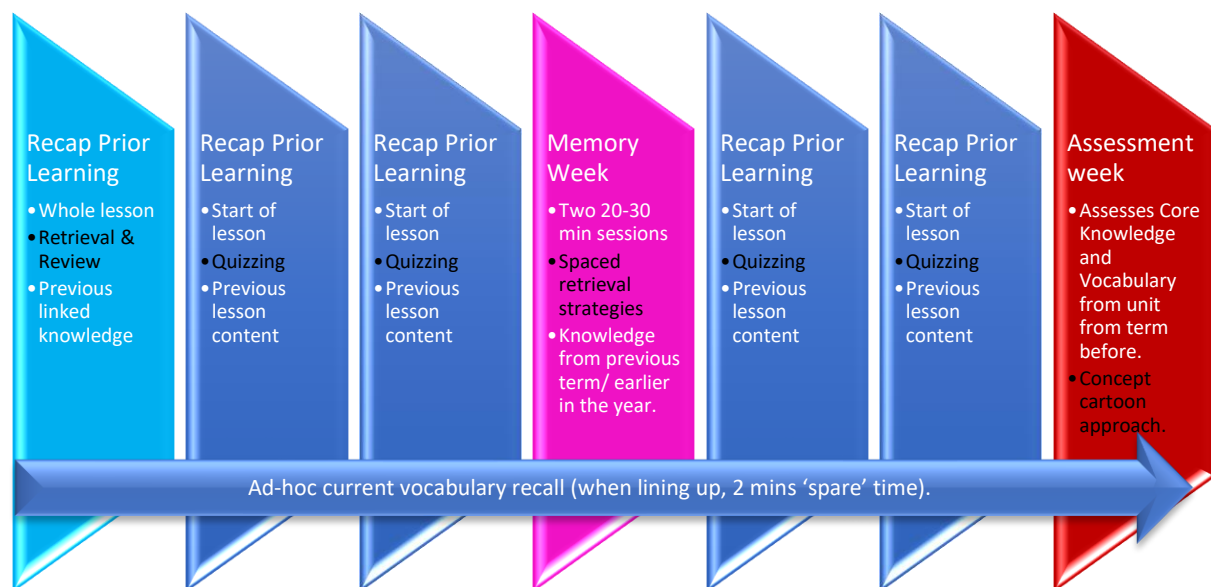


the man who Christians believe is the son of God.

Assessing Foundation Subjects

We assess Science, History & Geography so that we can ensure that children have retained previously taught knowledge and vocabulary.

Other foundation subjects will use a version of this approach but will focus predominantly on recalling key vocabulary, as securing this allows children to articulate their understanding more precisely and develop their schema.



At the start of a new unit/ enquiry (whole lesson):

The first lesson in a unit or enquiry will recap previously taught linked learning:

1. Use appropriate Retrieval approach to elicit what the children remember.
2. Re-teach any key concepts/ vocabulary which have not been well retained by the class as a whole.

At the start of each lesson (2-5 mins):

- Use quizzing techniques to check that children remember the key vocabulary and concepts taught in the previous lesson.

At the end of each lesson (2-5 mins):

- Use retrieval approach to check children have understood key concept from the lesson.

During 'Memory week' (replacing assemblies in 4th week of each term):

- Use retrieval practice techniques to check that children understand vocabulary & concepts from previous term's Science, History and/or Geography.
- Re-teach any forgotten vocabulary or key concepts.

At the end of term:

- Assess core knowledge and vocabulary from previous term's History, Geography & Science (see over).

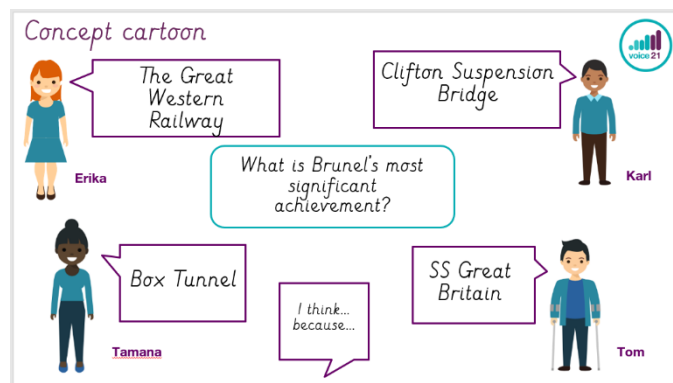
Assessing previous term's core knowledge & vocabulary:

A range of retrieval approaches can be used to check children have retained core knowledge and vocabulary. However, concept cartoons and group discussion may be the most efficient way to gather this data. *Please use your teacher judgement as some concepts lend themselves better to concept cartoons than others.*

Step 1: Provide a stimulus question/ quiz, vocabulary cards (without definition) and prompts (including sentence stems)

Step 2: In groups, the children discuss the stimulus question, using the vocabulary on the cards and the sentence stems.

Take care when organising the groups that quieter children have equal opportunity to speak.



Step 3: Circulate and listen to each group's discussion.

Ask prompt questions to elicit what children have retained in terms of key knowledge and vocabulary.

Step 4: Repeat for each of the key concepts

Repeat this process with different stimulus questions if needed to explore understanding of other core knowledge. *Some concept cartoons will allow children to discuss several areas of core knowledge and vocabulary may be used across different stimulus questions.*

Step 5: Complete the assessment sheets

Record only the children who do not have a secure understanding of the core knowledge or vocabulary.

Keep one copy for own records (and to use to inform future retrieval practice) and give one copy to the Subject Leader.

Key Assessed Objectives		
	Developing Understanding	Highly Proficient
1. Place the Victorians on a physical timeline (including own family: Themselves, parents, grandparents, Victorians).		
2. Explain who Brunel was & 3 key events of his life.		
3. Explain 3 things that Brunel built: SS GB, Suspension bridge & one other.		
4. Explain what the SS Great Britain did that was different to ships that went before it.		
5. Explain why Bristol docks were important in Victorian times: trade, transport.		
Key Vocabulary Assessment		
Vocabulary	Definition	Children who can't define this key vocabulary
Past	Something that happened before today.	
Present	Things that are happening now, today or recently.	
Timeline	A line which shows the order that things happened in the past.	
Transport	How people and things are moved from one place to another.	
Suspension Bridge	A type of bridge which hangs off strong cables.	
Geography Vocabulary		
Trade	When countries buy or sell things from one another.	
Vessel	A big boat.	
Port/ Docks	A place where ships stop and unload cargoes.	
Goods/ Cargo	Anything which is transported from one place to another.	

SEND

SEND – Quality First Teaching

Both Blackhorse and Emersons Green provide an inclusive education for pupils with SEND needs. All staff need to ensure:

- Positive relationships are established to ensure active participation in lessons and well-being of pupils.
- Assessment is regular and timely to ensure next steps for pupils are identified. These next steps are regularly shared with parents. SEND pupils next steps are identified and planning documents reflect this.
- Teachers use the following teaching strategies to be able to respond to all pupils' needs:
 - Flexible groupings
 - Explicit instructions
 - Pre/post teaching
 - Use of technology
 - Use of resources e.g. manipulatives, visuals etc.
 - Scaffolding
- Interventions (small group and 1:1) are carefully planned for following pupil progress meetings. Interventions have clear entry and exit criteria. Staff must ensure that they know and understand entry and exit criteria and link learning from interventions to classroom teaching and learning.
- Teaching Assistants are carefully deployed to ensure pupils receive high quality support.

Assessment for children with SEND:

- Class teachers are responsible for all children with SEND in their class, including the outline of a bespoke or adapted curriculum.
- Assessment information should be used to identify what children should be working on.
- Where appropriate, children may be working outside of their year group and can access the appropriate different year group materials. This decision will be made by the Head of School and SENCO.
- Work is added to books with a focused WALT and evaluative annotations from Teaching Assistants (understanding/support/independence etc.)
- Interventions to be planned by SEND team and reviewed after Pupil Progress Meetings.

Adaptive Teaching Approaches

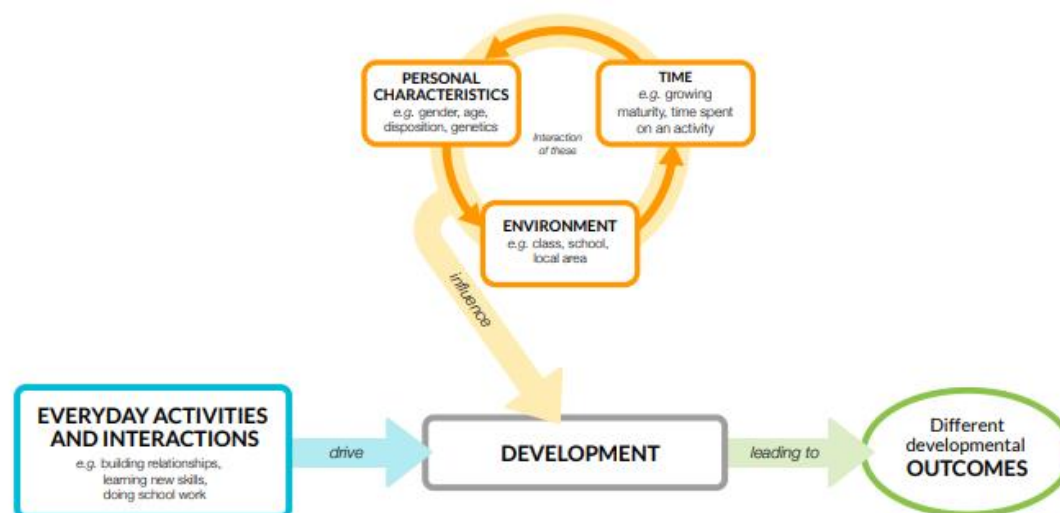
The Five-a-day Approach

Explicit Instruction - Modelling facing learners - Thinking out loud - Keep language clear and concise - Ensure fair access to modelled input (e.g. visual aids, concrete resources) - Direct engagement, using learners' names - Allocate adults to re-word and re-frame 	Cognitive and Metacognitive Strategies - Choral response - Cold calling - Talk together - Peer explanations to whole class - Chunking the task - Reducing transcriptional or compositional load - Providing prompt sheets - Display useful information in a more permanent form 	Scaffolding - Short tasks then return to teacher - Building in additional practice or revisiting earlier steps in the progression - Using a person (peer, teacher, TA) - Using resources 
Flexible Groupings and Seating - Changed in response to assessment - Consideration of where vulnerable learners are sat - Collaborative learning - Tracking back or pre-teaching 	Using Technology - Visualiser to model worked examples - Mirror the teacher's screen - Speech-generating apps - Electronic spellcheckers - Clicker 	

Supporting pupils with SEND at Blackhorse across the curriculum

At Blackhorse we recognise that pupil's development is not linear. As pupils age, the complexity of their needs will change. All Individual pupils' development is influenced by the interaction of 'what happens in class every day' with their personal characteristics, their wider environmental influences, and time. At Blackhorse we acknowledge that Special Educational Needs (SEND) are not something that our pupils need to change about themselves; rather it is our approach in meeting the needs of our SEND pupils and how we consider the quality of what happens in the immediate environment to best support the pupil's learning, taking into account the individual, the home and wider community, and time.

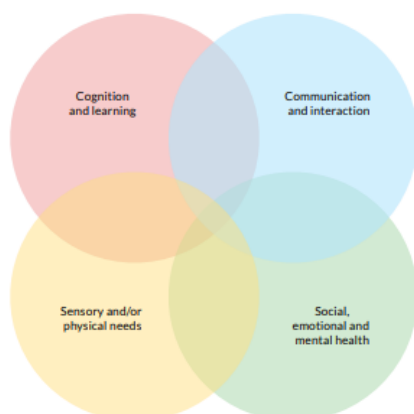
The Bronfenbrenner Diagram



The SEND Code of Practice groups needs into four broad areas to support schools to plan the provision that they offer: • cognition and learning; • communication and interaction; • social, emotional, and mental health; and • sensory and physical needs.

Supporting pupils with special educational needs is part of a proactive approach to supporting all pupils through Quality First Teaching (QFT) and it is not an 'add on'. As teachers we learn to understand the **specific barriers** pupils face to learning and **what they need in order to thrive** so that they can be **included in all that the school has to offer**. At Blackhorse Teachers understand the individual characteristics of pupils' needs, and how these relate to their classroom environment and the content that they are teaching

Four Broad Areas of Need



What are the barriers to learning that the pupil is experiencing and in which subjects?	What are their strengths, interests, and aspirations?
What support do they need to access the curriculum?	How can the school's provision be improved to support this pupil to learn?

At Blackhorse we use the following five strategies (supported by EEF: Special Educational Needs in Mainstream Schools) as our recipe to support SEND remembering that what is good for SEND pupils is good for all.

1	2	3	4	5
Creating positive, supportive and inclusive environments for all pupils without exception	Building an ongoing, holistic understanding of our pupils and their needs	Ensure all pupils have quality first teaching which considers accessibility and adaptations for barriers and specific need	Complement QFT with carefully selected evidenced based interventions (small group and 1:1)	All staff working effectively together as a team to review and monitor success and progress
• Make reasonable adjustments to leaning and remove barriers to learning • promotes high expectations in line with school values • promote positive relationship • provide opportunities for all pupils; • all pupils access QFT • positive and proactive approaches to behaviour,	• understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. • Assessment is regular and purposeful • Teachers are empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child. • Working with parents	• good teaching for pupils with SEND is good teaching for all. • Teaching strategies are used flexibly in response to the needs of all pupils • flexible grouping • cognitive and metacognitive strategies • explicit instruction including visual • technology to support pupils with SEND; • Scaffolding	• Targeted Small-group and one-to-one interventions • High quality teaching • high quality, structured, targeted interventions • considered transition reflective of need • tiered approach to support including specialist, targeted interventions and whole class teaching (see graduated response)	• Effective deployment of teaching assistants (TA's) • TAs supplement, <i>not replace</i>, teaching from the classteacher. • https://eef.li/teaching-assistants/

Deployment of TA's to support SEND

At Blackhorse we recognise that additional adult support may be required by our pupils at any point in their primary education. We follow a model of TA deployment which promotes greater pupil independence through the use of strategies seen in the diagram to the right.

