CASTLE PRIMARY SCHOOL

Adventure together, learn forever

Castle Playbook

Teaching and Learning · 2026–27

How we plan, teach, include and assess at Castle

Inclusive practice at the heart of every lesson

Reception to Year 6

Resilience | **Respect** | **Reach**

Click any heading in the contents, or ▲ Contents at the top of every page, to move around the Playbook.

Contents

Tap or click any line to go straight to it; ▲ Contents at the top of every page brings you back.

★ **Our vision and our pupils** 4
Why our teaching looks the way it does 4

1 TEACHING 5

1.1 Instructional principles 7
Rosenshine's principles: four strands 7
Inclusive by design: every pupil, every lesson, every day 8
Who we mean 9
Five areas of need, and Devon OAIP 9

1.2 Setting up for success 11
Lesson preparation 11
Coaching cycle 12

1.3 The Castle Routines 13
Attention cues 13
Lesson entry and daily retrieval 13
Thinking time and partner talk 13
Circulating and live feedback 13
Key phrases for securing attention 13
Dual coding: our phrases and gestures 14
Scaffolds that fade: teachers and teaching assistants 14

1.4 The core four 15

1.5 The Gradual Release of Responsibility 17
The handover, step by step 17

1.6 Reading 18
Phonics lessons 18
Pupils new to English and mid-year arrivals 19
Sustaining RWI from KS1 to KS2 19
Reading: from decoding to deep understanding 20

1.7 Writing 22
Writing: bridging the transcription gap 22
Shared and modelled writing: a bridge to independence 22
Planning for shared writing: five-step teacher walkthrough 23
Teaching through shared writing: five-point teacher walkthrough 25

1.8 Mathematics 28
How we model in maths 28
Teaching new content in maths 28

2 CURRICULUM 30

2.1 Curriculum intent 32

2.2 Strong foundations, Reception to Year 6 33

2.3 Vocabulary and talk 33

2.4 The wider curriculum and enrichment 34

2.5 Planning units and tasks 37
Medium-term planning 37
Lesson presentation expectations 37
Task design: from activity to learning 37

3 ASSESSMENT 40

3.1 Why we assess 42
- Formative assessment and the Formative Action loop 42
- Elicitation tasks: finding starting points 42
- Across a sequence of learning 43
- Feedback and marking 43

3.2 What we use, and when 44

3.3 Insight: stage not age 45
- Objective-level assessment 46
- Reading a stage judgement 46
- Termly review and pupil progress meetings 46
- Key objectives we track on Insight 46

4 EARLY YEARS 51

4.1 Teaching in Reception 53
- The Playbook in Reception 53
- Adults in provision 53
- Phonics, early writing and maths 54

4.2 Curriculum in Reception 54
- The year at a glance 54
- Words we teach 55
- Ready for Year 1 55

4.3 Assessment in Reception 56
- Starting points 56
- Checkpoints through the year 56
- Assessment every day 56

5 TEACHING ASSISTANTS 57

5.1 Your role at Castle 59

5.2 In every lesson 59
- Words that keep pupils thinking 60
- Marking and feedback 60

5.3 Interventions and keep-up 60

5.4 Supporting every pupil 61
- Growing as a teaching assistant 61

✓ Evaluating impact and improving 62

✎ Credits and sources 62

Our vision and our pupils

Our vision. Education gives children the power to choose their own path in life. It equips them with the knowledge, skills and confidence to make informed decisions about who they want to be and what they want to achieve. At Castle Primary, we believe that every child deserves the freedom that choice brings — the freedom to pursue opportunities, to shape their future and to take their place in the world with confidence.

Resilience	Respect	Reach
We encourage perseverance and a positive mindset, helping children to embrace challenges and learn from mistakes. Resilience enables our pupils to grow in confidence and develop the skills needed for lifelong learning.	We foster a culture of kindness, empathy and responsibility. Being respectful means valuing diversity, listening to others and contributing positively to our school and wider community.	We inspire ambition and curiosity, motivating pupils to aim high and explore new opportunities. Reaching beyond what is comfortable ensures every child can flourish and achieve excellence.

Why our teaching looks the way it does

Our pupils are why this Playbook matters. Many start school a long way behind, and some join us part-way through primary school. For them, being taught well by the class teacher every day is what gives them a real choice later in life. (Figures from autumn 2026.)

What we know about our pupils	So in every classroom we…
Almost half are eligible for free school meals (46.5%, against 26.5% nationally) and over a third are disadvantaged (pupil premium 35.6%).	teach the full, ambitious curriculum to everyone and remove barriers through teaching, not easier tasks.
Most children start Reception well below age-related expectations (7% at the expected level on entry in 2026), especially in language and literacy.	build strong foundations early and keep revisiting them: talk, vocabulary, phonics, handwriting and number.
About one pupil in seven speaks English as an additional language (13.7%). Some arrive mid-year with little or no English.	make talk and vocabulary explicit, model everything, and keep phonics going in KS2 for anyone who needs it.
Pupils with SEND learn alongside their classmates, taught by the class teacher.	plan adaptations in advance, keep them small and temporary, and fade scaffolds deliberately.

Five principles we hold to

- High-quality core teaching is the main lever for inclusion.
- Pupils learn at different rates but are entitled to the same curriculum goals.
- Barriers are addressed through teaching, not by replacing the task.
- Adaptations are minimal, temporary and based on need.
- Assessment exists to inform teaching decisions, not to generate data.

A playbook, not a script. Progress means knowing more and remembering more. The routines in this Playbook serve that goal. They are not a script and not a checklist for visitors. Start with what pupils need to learn, then choose the routine that helps them learn it.

01

Teaching

Our principles, plays and routines: every pupil included

IN THIS SECTION

1.1 Instructional principles

1.2 Setting up for success

1.3 The Castle Routines

1.4 The core four

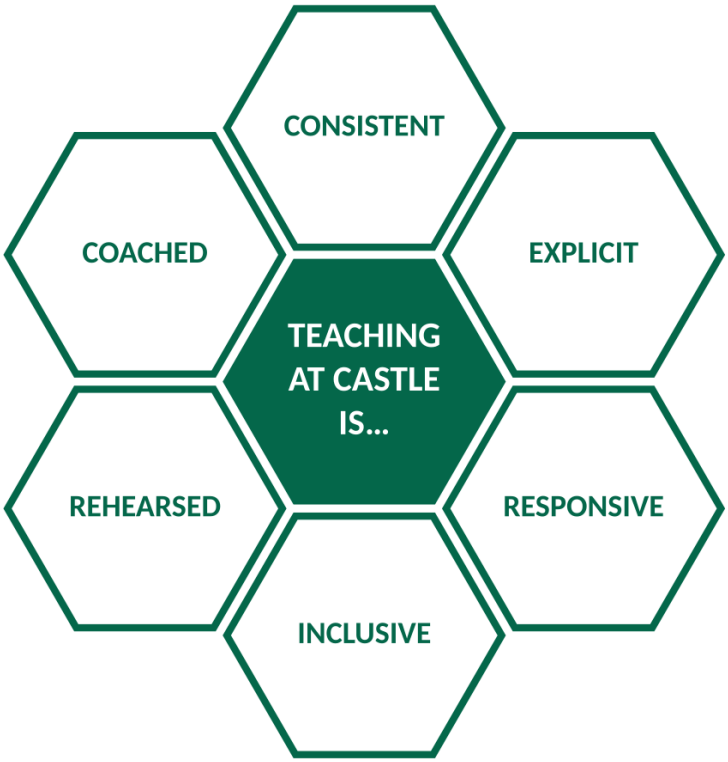
1.5 The Gradual Release of Responsibility

1.6 Reading

1.7 Writing

1.8 Mathematics

Teaching: our guiding principles



CONSISTENT

... so that pupils spend their thinking on learning, not on working out what each teacher expects.

EXPLICIT

... so that every pupil sees, step by step, how an expert thinks.

RESPONSIVE

... so that we check before releasing pupils, and fix misconceptions before they stick.

INCLUSIVE

... so that every pupil thinks, answers and works towards the same ambitious goals.

REHEARSED

... so that pupils talk and practise with us first, then succeed on their own.

COACHED

... so that every teacher keeps improving, one step at a time.

At the heart of this Playbook: inclusive practice

Every pupil, every lesson, every day. Inclusive practice is not a separate part of this Playbook; it is the heart of it. Every principle, routine and subject page is written so that every pupil, including disadvantaged pupils and pupils with SEND, learns the same ambitious curriculum in the same classroom. **100% engagement is required:** everyone thinking, talking, practising and learning, in every lesson.

Teaching WalkThrus. Castle has bought into the **Teaching WalkThrus CPD package** (Sherrington and Caviglioli). The WalkThrus give every adult a shared language and clear five-step guides for coaching, so you will find them linked throughout this Playbook, starting with the core four. Each WalkThru image shows its strand and page (for example **Q&F | 90** is Cold Calling), so you can go straight to it in the books or on the platform. Strands: **B&R** Behaviour and Relationships; **CP** Curriculum Planning; **E&M** Explaining and Modelling; **Q&F** Questioning and Feedback; **P&R** Practice and Retrieval.

1.1 Instructional principles

What every Castle teacher needs to understand to use the plays well

In this section: Inclusive by design: every pupil, every lesson, every day · Who we mean · Five areas of need, and Devon OAIP

Castle does not have a rigid lesson structure. Instead, every lesson sticks to the key principles below, which come from Rosenshine's Principles of Instruction, written for Castle's pupils. They explain why the plays and routines in this part work, so that teachers can use them with judgement.

ROSENSHINE'S PRINCIPLES OF INSTRUCTION: FOUR STRANDS

Tom Sherrington groups Rosenshine's ten principles into four strands. He is clear that they are a guide for professional learning, not a checklist: "Don't turn it into a checklist." Each strand can be a focus for coaching, and each makes most sense in the context of the subject being taught.

Reviewing material	 **1 Daily review · 10 Weekly and monthly review**	Daily review brings back prior learning and gets pupils ready for new content. Weekly and monthly review is longer-term retrieval practice that builds long-term memory: last week, last month, last year.
Questioning	 **3 Ask questions · 6 Check for understanding**	"Ask more questions to more students in more depth." Use process questions to find out how pupils worked something out, and check understanding to flush out misconceptions.
Sequencing concepts and modelling	 **2 Small steps · 4 Provide models · 8 Scaffolds**	Present new material in small steps, with practice at each stage. Models and many worked examples reduce cognitive load. Scaffolds are withdrawn gradually, like stabilisers on a bike.
Stages of practice	 **5 Guide practice · 7 High success rate · 9 Independent practice**	Close guided practice, with the teacher up close to pupils' first attempts; a success rate of about 80%; then "extensive, successful, independent practice" so that skills and knowledge become automatic.

Source: Tom Sherrington, 'Exploring Barak Rosenshine's seminal Principles of Instruction', teacherhead.com (10 June 2018); Rosenshine, B. (2012) Principles of Instruction, American Educator. Diagrams: Tom Sherrington, visualised by Oliver Caviglioli.

Inclusive by design: every pupil, every lesson, every day

The Castle curriculum, including how we teach it, has been designed to be inclusive. Inclusion is not an additional layer of provision; it is the way we design teaching, learning and classrooms for all, so that every pupil, including disadvantaged pupils and pupils with SEND, learns the same ambitious curriculum. You will find it woven through every part of this Playbook, and every section ends with an **Inclusive practice** box.

100% engagement is required. Inclusion means every pupil thinking, talking, practising and learning, not only the pupils who put their hands up. We make sure pupils are learning rather than hoping they are: Cold Calling is the default, every pupil talks in Think, Pair, Share, every pupil answers on a Show Me Board, and we circulate to check the whole class. These are not corners we cut.

Source: Tom Sherrington, 'Systematic inclusion is literally everyone thinking, talking, practising, learning', teacherhead.com (25 June 2025). "100% engagement is required" is Castle's expectation.

INCLUSIVE TEACHING AT A GLANCE

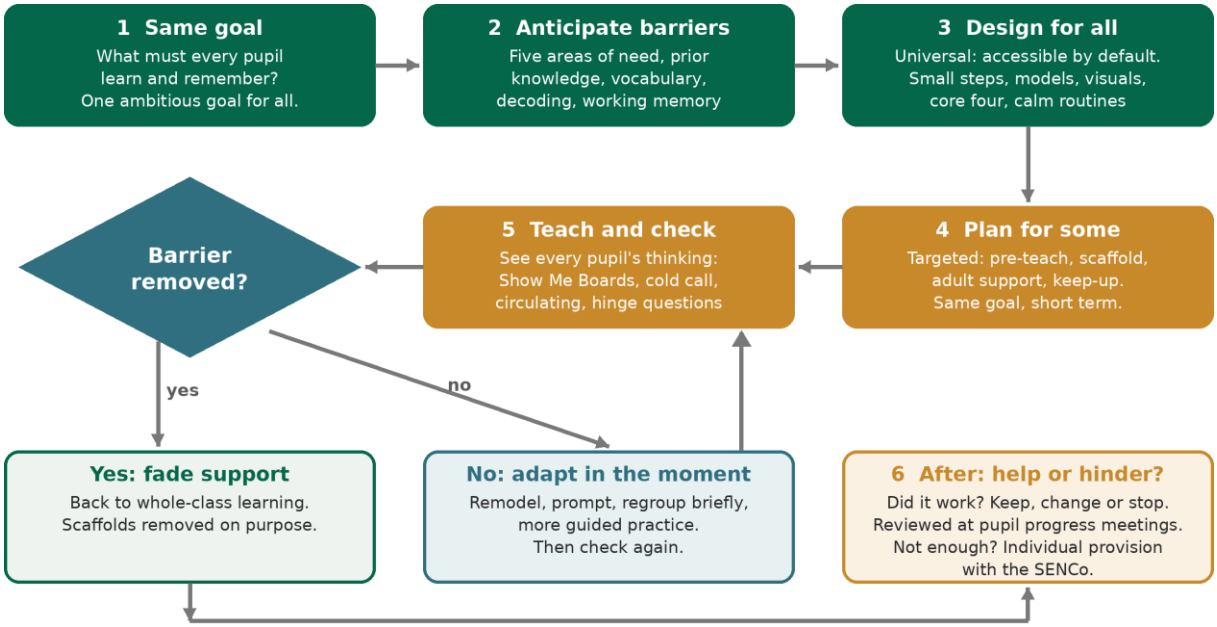
The EEF describes two overlapping parts, planned together: **universal approaches** that matter especially for pupils with additional needs, and **adaptations and additional support** for some pupils. Good teaching for pupils with additional needs is mostly good teaching for everyone, so we start with the fundamentals.

Universal *Every pupil, every lesson. EEF part 1*	Targeted *Some pupils, short term, same goals. EEF part 2*	In the moment *Responding as we teach. EEF part 2*
Lessons are accessible by default: clear modelling, the core four, explicit vocabulary and calm routines.	Pre-teaching, keep-up, scaffolds, sentence stems or longer use of manipulatives; then back to whole-class learning.	Spotting a barrier through Show Me Boards, cold calls and circulating, then remodelling, prompting or regrouping briefly.
· Before: anticipate barriers (prior knowledge, vocabulary, decoding, working memory, EAL, SEND) · Teach vocabulary first; pictures or video to set the context · Clear layout and accessible resources · Plan how to see every response (boards, hinge questions) · Positive relationships and calm, predictable classrooms (Positive Behaviour Policy; You Belong)	· Before: read a text in advance; supply background knowledge · Plan the scaffold, and how it will fade · Plan targeted adult support that links to the lesson · Group attempt before an individual attempt	· During: clarify or show the steps; give a prompt · Re-explain differently; show what good looks like · Adjust the challenge, same goal; temporary group with an extra scaffold · After: what we see shapes the next lesson

Before, during and after: adapted from the Adaptive Teaching Handbook ('Believe – Achieve – Succeed') [add: school or author to credit]. Two-part model: The EEF Guide to Inclusive Teaching.

Individual provision is considered only when universal and targeted support are not enough, and is planned with the SENCo. Every adaptation keeps the same ambitious goal and is checked to make sure it helps.

DESIGNING FOR INCLUSION: OUR THOUGHT PROCESS



The next lesson starts from what we learned about every pupil.

The same thinking applies when we design the curriculum: one ambitious goal for every pupil, barriers anticipated, units accessible by default, and support planned so that it can fade.

What it is, and is not. Inclusive teaching is not about producing multiple tasks or lowering expectations. It is about anticipating barriers, designing lessons that are accessible by default, and responding intelligently in the moment, so that all pupils can succeed with the same ambitious curriculum.

Who we mean

Our inclusive practice gives particular attention to:

- socioeconomically disadvantaged pupils, including those eligible for pupil premium;
- pupils with SEND, on SEN support or with an EHCP;
- pupils known to children's social care, including children in need and looked-after children;
- pupils who face other barriers to learning or wellbeing, including those who share a protected characteristic.

They benefit fully from high-quality classroom teaching, rather than being separated from it.

Five areas of need, and Devon OAIP

Every pupil has needs, and they change over time. Thinking about the underlying need, not only a diagnosis, helps us notice early and meet the same need for several pupils at once.

Area of need	What teachers need to know
Speech and language	· Understanding language (receptive) and using it (expressive) can differ in the same child. · Visual cues and carefully phrased questions and explanations make learning easier. · Structured classroom talk and everyday conversations develop language; the curriculum is a lever for it.
Sensory	· Predictable, simple environments support learning for everyone. · Pupils experience sound, sight and touch differently; trusted adults help them manage it. · Scaffolding and practice can support sensory needs.
Motor	· Core strength and posture enable precise movements such as handwriting. · Fine motor skills make writing more automatic, freeing thinking for composition. · Practising specific, small skills helps every pupil.

Area of need	What teachers need to know
Executive function	· Working memory is a bottleneck for learning. · Supporting inhibitory control helps pupils manage attention. · Planning and organisation are learned, not innate; secure, predictable routines help.
Social and emotional development	· Stay curious about the reasons behind behaviour. · Co-regulation with a trusted adult comes before self-regulation. · Language helps pupils express and understand emotions.

Source: Inclusive Teaching Framework, Ambition Institute (March 2026), developed with the National Association of Principal Educational Psychologists, Speech and Language UK, The Difference and the Royal College of Occupational Therapists.

Devon's **Ordinarily Available Inclusive Provision** (OAIP) describes the provision and practice that all Devon schools deliver from within their own resources: approaches that are **helpful to all, harmful to none and crucial for some**. Our Playbook focuses on two of its ten key principles, **Teaching and Learning** and **Learning Environment**, and what they look like in everyday classroom practice.

INCLUSIVE PRACTICE **Making sure adaptations help, not hinder (EEF)**

· More adaptations do not mean more learning. Oversimplifying a task can reduce pupils' thinking.

· The best adaptations increase the intensity of high-quality teaching rather than change what is taught.

· Adaptations are built into whole-class planning; targeted support links back to classroom learning.

· We never assume how fast a pupil will learn from their SEND status or background. A diagnosis does not tell us which support will work: ongoing assessment does.

· We monitor the impact of adaptations and additional support, and stop what isn't working.

Source: Education Endowment Foundation, The EEF Guide to Inclusive Teaching (educationendowmentfoundation.org.uk).

1.2 Setting up for success

How we prepare for lessons and keep getting better

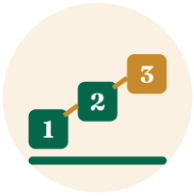
In this section: Lesson preparation · Coaching cycle

Lesson preparation



LESSON PREVIEW

- What are we teaching? What is the key learning, and what will pupils be able to do by the end?
- Why are we teaching it? Where does it sit in the unit plan, and what comes next?



LESSON PLANNING

- How will I break it into episodes, and what will I model in each one?
- Which models and representations will best support it?
- Do I know it well enough? Have I read the White Rose or BookWrites guidance and tried the task myself?



CLASS PLANNING

- **Plan for error:** what misconceptions are likely, and where is the hinge question?
- **Plan for who:** who needs pre-teaching, a scaffold or keep-up, from elicitation and Insight? Where will I check every pupil's understanding before they practise independently?
- **Plan to challenge:** how will pupils who are secure think harder about the same content?
- Where will pupils recap and relearn earlier content?

INCLUSIVE PRACTICE **Developing inclusive teaching together (EEF)**

- Inclusion does not wait for specialist expertise: every teacher contributes through the universal approaches, and keeps developing them throughout their career.
- Professional development is continuous, not a one-off event, with regular time to discuss problems and help each other.
- We plan for barriers, such as time to plan adaptations, and expect that doing simple things consistently well takes effort.
- We keep the core of each approach (the core four steps) and adapt the rest to our pupils.
- Interventions work best alongside strong everyday teaching, not in place of it.

Source: Education Endowment Foundation, The EEF Guide to Inclusive Teaching (educationendowmentfoundation.org.uk).

WALKTHRUS TO COACH WITH



Responsive Lesson Planning: plan from what the last lesson showed pupils know.



SEND: Aim High, Plan Support: same ambitious goal; plan the support to reach it.

Images: Teaching WalkThrus, Tom Sherrington and Oliver Caviglioli (walkthrus.co.uk), used with permission

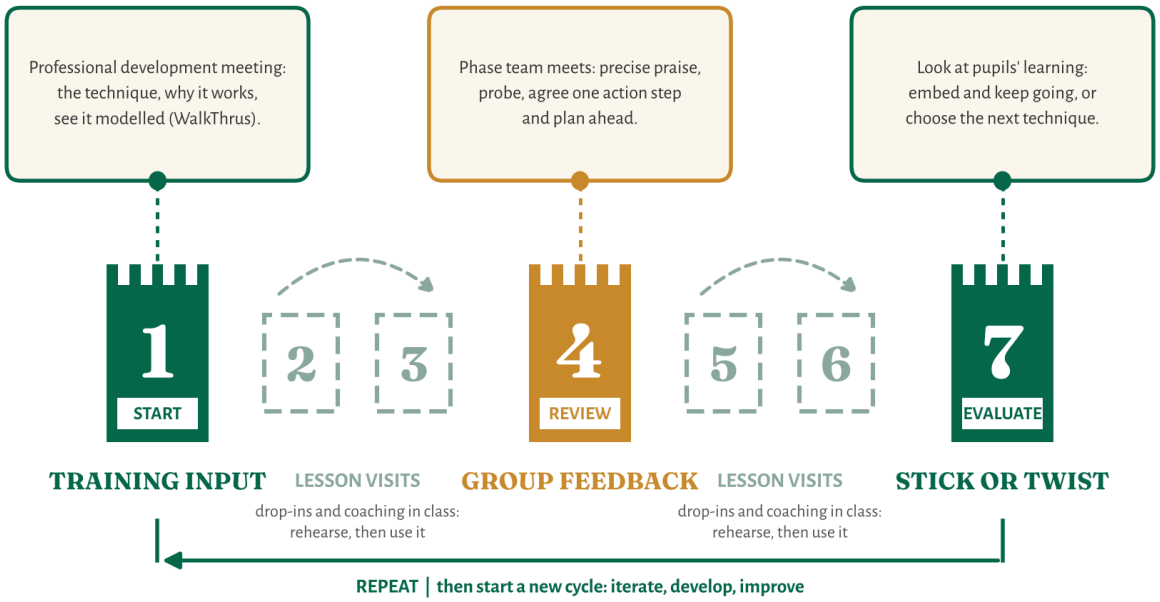
INCLUSIVE PRACTICE **Making it work for every pupil**

- Plan for who: who needs pre-teaching, a scaffold or keep-up?
- Anticipate barriers before the lesson and plan how to remove them, keeping the same goal.
- More: inclusive by design and five areas of need.

Instructional coaching process

Time is set aside for coaching and mentoring in the classroom. Phase leaders are trained as coaches and coach their teams. Coaching strengthens core teaching rather than adding layers of provision.

THE CASTLE COACHING CYCLE



Each cycle has seven steps. It starts with **training input** in a professional development meeting, where staff learn one technique, see it modelled and rehearse it, using the mental simulation guides to run through it before trying it in class. Then come **two lesson visits**, **group feedback** in phase teams, **two more lesson visits**, and finally **stick or twist**: embed the technique or choose the next one.

TEN LESSONS WE BUILD ON

1 — A process, not an event
Coaching time is protected and planned across the year, not squeezed in.

2 — The power of the collective
Phase teams learn and practise together, so nobody works alone.

3 — Shared language: techniques
WalkThrus and this Playbook name what good teaching looks like.

4 — Shared language: process
Everyone knows what a cycle, action step, drop-in and feedback session mean.

5 — Praise, probe, plan ahead
Feedback names what worked, asks questions, then fixes a time for the next step.

6 — Reading the room
Teachers learn situation assessment: what is and isn't working, right now.

7 — Options, not orders
Coaches can be direct when it helps; the teacher makes the choice.

8 — System first, then flex
Clear protocols get everyone started; they grow more organic over time.

9 — Coaches need coaching
Our coaches get their own coaching and development too.

10 — Varied reality checks
Drop-ins, learning walks, pupils' books and pupil voice all inform the next step.

Graphics drawn for Castle. Ten lessons adapted from Tom Sherrington, "10 Lessons learned about instructional coaching within a CPD programme" (teacherhead.com, 14 May 2023); cycle adapted from the WalkThrus coaching process.

INCLUSIVE PRACTICE **Making it work for every pupil**

- Each coaching step asks: did this work for every pupil, including pupils with SEND and pupils new to English?
- Additional adults are coached in the same core four, so their support complements the teacher's instruction.
- More: inclusive by design and five areas of need.

1.3 The Castle Routines

The routines and teacher tactics we all use, from the first minute of the lesson

In this section: Attention cues · Lesson entry and daily retrieval · Thinking time and partner talk · Circulating and live feedback · Scaffolds that fade: teachers and teaching assistants

The Castle Routines are how lessons run in every class: the same routines, cues and teacher tactics, so pupils know what to expect and can give their attention to learning. Together they make lessons **predictable**, **inclusive** and **responsive**, and keep cognitive load low. The core four and gradual release follow.

Routine	What it is	Why it works	WalkThrus
Attention cues	The same cues in every class bring everyone to full attention calmly and quickly: "Tracking", "Magnet eyes", "Team Stop" (one hand raised, open palm).	Attention is the starting point for learning. Pupils learn one routine, not a new one each year, so transitions take seconds.	 Signal, Pause, Insist; Establish Your Expectations; Dual Coding
Lesson entry and daily retrieval	Pupils settle straight away to a retrieval task on **last week, last month and last year** (Brain Dump, Odd One Out, Connections; Flashback 4 in maths).	Retrieval strengthens memory and shows misconceptions without written marking. It uses the first minutes well and sets a calm tone.	 Quizzing; Weekly and Monthly Review
Thinking time and partner talk	Everyone thinks before anyone answers ("Thinking time": tap your head), then rehearses the answer with a partner ("Turn to your partner": hands turn in), with choral responses where the whole class needs to say it.	Every pupil takes part and rehearses thinking aloud, not just the confident few, and the teacher hears the thinking before moving on.	 Think, Pair, Share; Dual Coding
Circulating and live feedback	Moving around the room during practice to sample work and give feedback pupils act on straight away (green for success, pink to improve).	Feedback is most useful while pupils are still working, before mistakes become habits. Sampling many pupils gives a truer picture than sitting with one group.	 Selective Marking; Feedback that Moves Forward
Scaffolds that fade For teaching assistants	Temporary support that lets a pupil who meets a barrier reach the same goal as everyone else: planned, taught and then removed.	Barriers are addressed through teaching, not by replacing the task. Scaffolds left too long stop pupils becoming independent.	 Scaffolding

Images: Teaching WalkThrus, Tom Sherrington and Oliver Caviglioli (walkthrus.co.uk), used with permission

SECURING ATTENTION

Our key phrases

"Tracking" "Magnet eyes" "Team Stop" "Think it, write it, hide it" "3, 2, 1, show me"

The same words in every classroom, so every pupil is ready before we teach.



DUAL CODING: OUR PHRASES AND GESTURES

"Team Stop": raise one hand in the air, open palm, as you say it, and pupils stop, look and listen.

"Thinking time": tap your head with one finger as you say it, and everyone thinks before anyone answers.

"Turn to your partner": turn both hands in towards each other as you say it, and partners turn to face each other and talk.

The same words and the same gesture in every class, so the phrase is seen as well as heard (WalkThru: Dual Coding).

INCLUSIVE PRACTICE **Making it work for every pupil**

· Predictable routines and calm, simple environments help every pupil, and are crucial for pupils with sensory, attention or social and emotional needs. Pair the words with a visual cue or gesture.

· Read retrieval questions aloud or add visuals, so the task checks memory rather than reading.

· Check pupils with SEND, pupils new to English and the most able early when circulating; if several share a barrier, form a temporary group with an extra scaffold, then return to whole-class learning.

· More: inclusive by design and five areas of need.

Scaffolds that fade: teachers and teaching assistants

What goes up must come down. A scaffold is temporary support that lets a pupil reach the same goal as everyone else, and it is planned to come off. Teaching assistants and teachers follow one principle: give **the least additional support first**. Pupils try the task on their own before an adult steps in; too little support knocks confidence, but too much makes the task easy and builds reliance on adults. Teaching assistants **supplement, not replace**, the teacher: the pupils who struggle most spend at least as much time with the teacher as everyone else, and the teacher keeps responsibility for every pupil.

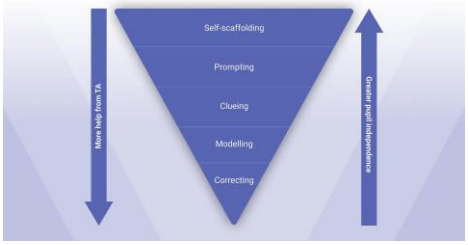


Image: Education Endowment Foundation, Scaffolding framework

START AT THE TOP, MOVE DOWN ONLY IF NEEDED

· **Wait first.** Give the pupil time to think and try (self-scaffolding).

· **Then prompt**, then **clue**, then **model**. Each step down gives more help and less independence.

· **Correct** only as a last resort: it needs no thinking from the pupil.

· Scaffolds can be **visual**, **verbal** or **written**. Use the one that fits the pupil and the task.

· As soon as the pupil is moving, **step back** and move up the triangle again.

THE FIVE LEVELS: WHAT THE ADULT DOES AND MIGHT SAY

Level	What the adult does	Verbal example	Visual or written example
Self-scaffolding	Observes and gives time; the pupil plans, problem-solves and reviews on their own.	Pupil asks themselves: "What might be tricky here?" "What are my next steps?"	The pupil makes their own reminders or success-criteria checklist.
Prompting	Nudges the pupil to use their own knowledge or a strategy, without naming it.	"What will you do first?" "What could you use to help you?"	Points the pupil to the working wall, task planner or a numbered list of actions.
Clueing	Gives a small clue, worded as a question, that points the right way. Always start with a small clue.	"I remember that when you did this well before, you followed the writing frame…"	Manipulatives, images, sentence stems, word banks or a part-completed example.
Modelling	Shows a new skill or strategy while the pupil watches; the pupil tries the same step straight away.	"If I were answering this question, my sentence starter might be…"	A visual demonstration or a written worked example to use as a basis.
Correcting	Gives the answer. Occasionally right, but use least help first before deciding to.	"I can see a mistake here; the correct response is…"	Annotating the error, or writing the correct answer, spelling or method.

Adapted from Education Endowment Foundation, Scaffolding framework: Teaching Assistant–pupil interactions.

TEACHING ASSISTANTS AT CASTLE

· Know the lesson goal, the likely barriers and the scaffold to start with before the lesson. [add: how teachers share this with TAs at Castle, e.g. planning shared the day before]

· Let pupils attempt the task on their own first; wait before stepping in.

· Use least help first: prompt, then clue, then model; correct only as a last resort.

· Fade the scaffold and move on to other pupils once a pupil is moving.

· Tell the teacher what helped, and who needs keep-up or re-teaching.

TEACHERS WORKING WITH A TEACHING ASSISTANT

· Keep the pupils who struggle most with you for at least as much time as other pupils.

· Share the goal, the barriers and the starting scaffold, and decide together when it comes off.

· Give the teaching assistant a role in every part of the lesson, not only in independent practice.

· Link interventions back to the classroom, so pupils use what they learned in the lesson.

Deploying teaching assistants: the five EEF recommendations. (1) Deploy TAs in ways that enable all pupils to access high-quality teaching. (2) Deploy TAs to scaffold learning and to develop pupils' independence. (3) Deploy TAs to deliver well-chosen, evidence-based, structured interventions where appropriate. (4) Prepare and train staff around effective TA deployment. (5) Engage all staff in the process of implementing effective TA deployment.

Sources: Education Endowment Foundation, Deployment of Teaching Assistants guidance report and summary of recommendations; Scaffolding framework: Teaching Assistant–pupil interactions; K. Mulholland, "What goes up must come down: promoting pupil independence through scaffolding" (EEF blog).

WALKTHRUS TO COACH WITH



Scaffolding: plan the support, then remove it step by step.



Independent Practice: the goal of every scaffold: the pupil succeeds alone.

Images: Teaching WalkThrus, Tom Sherrington and Oliver Caviglioli (walkthrus.co.uk), used with permission

INCLUSIVE PRACTICE **Expectation 4: supporting independence through scaffolding**

· Scaffolds are planned but temporary, explicitly taught and intentionally removed.

· Teaching assistants are well directed and work flexibly with different pupils, based on lesson-by-lesson need.

· Word lists, writing frames and multiplication grids are accessible and modelled for independent use.

1.4 The core four

Four WalkThrus we use frequently, and the WalkThrus linked to them

Four WalkThrus are used frequently in Castle lessons: these are the core four. They are not a checklist for every lesson; teachers choose the ones that fit what pupils need to learn. Every other technique links back to one of them, so coaching starts with the core four and adds the linked WalkThrus and variations that make them work better.



Cold Calling

LINKED WALKTHRUS

No Opt Out: go back to the pupil who said "I don't know".

Signal, Pause, Insist: attention first: Tracking, Magnet eyes, Team Stop (attention cues).

Think time: the pause before a name is chosen.

Say It Again Better: improve the first answer before moving on.







Show Me Boards

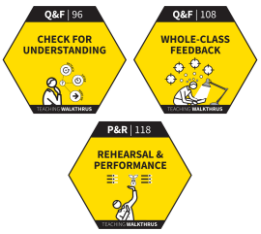
LINKED WALKTHRUS

Checking for Understanding: the reason the boards exist: see every pupil's answer.

Hinge questions: every pupil answers the hinge on a board.

Whole-Class Feedback: act on what the boards show, straight away.

Rehearsal and Performance: practise on the board before writing in the book.





Think, Pair, Share

LINKED WALKTHRUS

Think time: "Think it" alone before talking.

Talk partners: set partners, routines and sentence stems (talk expectations).

Cold Calling: choose who shares, rather than taking volunteers (cold call).

Say It Again Better: lift the quality of what is shared.



I Do, We Do, You Do

LINKED WALKTHRUS

Live Modelling and Worked Examples: the "I do", with thinking said aloud (Metacognitive talk).

Guided Practice: the "we do": pupils try with the teacher alongside.

Scaffolding and fading: move pupils from "we do" to "you do" (scaffolds that fade).

Independent Practice: the "you do", once checking for understanding says pupils are ready.



Images: Teaching WalkThrus, Tom Sherrington and Oliver Caviglioli (walkthrus.co.uk), used with permission

REHEARSE IT FIRST: MENTAL SIMULATION GUIDES

Before using one of the core four, run through its five steps in your head: what will you say, what will pupils do, and where could it go wrong? Each step asks every pupil to think, so each one protects **100% engagement**. We use the guides in coaching and in professional development meetings to rehearse a technique before trying it in class.

Core four	The five steps	Ask yourself	Watch out for
Cold Calling	**1** Ask the class a question **2** Give thinking time **3** Select someone to respond **4** Respond to the answer **5** Select another pupil and respond again	*How will I frame the question so that every pupil thinks, not just volunteers? How will I make it safe to share a half-formed idea?*	· Choosing only confident pupils. · A 'gotcha' moment that makes pupils feel exposed. · Taking one pupil's answer as evidence for the whole class.
Show Me Boards	**1** Every pupil has a board and pen to hand **2** Set the question with a goal and a timeframe **3** Build in thinking time **4** Signal: "3, 2, 1, show me" **5** Sample responses and follow up	*What exactly do I need to find out? How will my signal make every pupil show at the same moment?*	· Boards revealed at different times, so pupils copy. · Answers too long to scan quickly. · Scanning without acting on what the boards show.
Think, Pair, Share	**1** Every pupil has a talk partner **2** Set the question with a goal and a timeframe **3** Build in silent thinking time **4** Circulate and listen as pairs talk **5** Cold Call to sample pairs' answers	*How will I protect silent time so each pupil has an idea first? Do pupils need a sentence stem?*	· Skipping thinking time, so some pupils contribute little. · Listening to only a few pairs. · Calling only on reliable pairs.
I Do, We Do, You Do	**1** Set up the task **2** I do: live modelling, checking for understanding **3** We do: complete examples with pupils' input **4** You do: pupils practise for themselves **5** Evaluate, repeat, extend	*How will I make my thinking visible at every step? How will I judge when each pupil is ready to work alone?*	· The teacher still does all the thinking in we do. · You do starts before pupils are ready. · Rushing the handover: it can take a series of lessons, not one.

Source: mental simulation guides by Matt Stone, built on Teaching WalkThrus (Tom Sherrington and Oliver Caviglioli; Modelling Handover: I, We, You, Volume 3, E&M p100). Steps and pitfalls adapted for Castle.

INCLUSIVE PRACTICE **Expectation 1: an agreed whole-school approach to inclusive teaching and learning**

· Structured time for in-class coaching embeds agreed strategies: the core four, retrieval practice and I do, we do, you do, through coaching on the core four WalkThrus.

· All pupils, including those with SEND, have regular access to teaching from the class teacher. Additional adult support complements teacher instruction; it does not replace it.

· Frequent formative assessment decides when pupils move from I do to we do to you do, with extended supported practice where needed.

1.5 The Gradual Release of Responsibility

I do, we do, you do: from teacher to pupil, a regular feature of Castle lessons



Gradual release is a regular feature of Castle lessons. Responsibility moves step by step from the teacher to the pupil: the teacher models (**I do**), pupils practise with the teacher alongside (**we do**), and pupils work on their own once checks show they are ready (**you do**). It is the WalkThru **Modelling Handover: I do, we do, you do**, linking the WalkThrus below into one sequence. **Release is decided pupil by pupil, not class by class:** some pupils move to you do quickly, others stay in we do with more guided practice, and some go back a step. Checking every pupil's understanding is what makes this possible, so gradual release and formative assessment work together.

THE HANDOVER, STEP BY STEP

Phase	What the teacher does	What pupils do	Linked WalkThrus	Move on when…
 **I do**	Explains in small steps; models live, often under the visualiser, and thinks aloud about each decision.	Watch and listen; Tracking and Magnet eyes on the model.	**Giving an Explanation; Live Modelling; Worked Examples; Chunking**	The model is complete and pupils have seen the thinking, not only the answer.
 **We do**	Works through a matching example with the class, asking for each step; prompts rather than tells.	Do each step with the teacher, on Show Me Boards or in talk partners (Think, Pair, Share).	**Guided Practice; Show Me Boards; Cold Calling; Think, Pair, Share**	Most pupils get the steps right with prompts.
 **Check**	Asks a hinge question or a short check every pupil answers; cold calls to sample.	Show what they can do without help.	**Checking for Understanding; Hinge Questions; Whole-Class Feedback**	The check shows pupils can do it alone. If not, re-teach or stay in we do.
 **You do**	Sets practice close to the model; circulates, live marks and gives brief prompts; fades scaffolds (t2).	Practise independently, aiming for about 80% success; use the model and prompts only if needed.	**Independent Practice; Scaffolding; Rehearsal and Performance**	Pupils succeed alone; next, harder or more varied practice.

Images: Teaching WalkThrus, Tom Sherrington and Oliver Caviglioli (walkthrus.co.uk), used with permission. Sequence also draws on Rosenshine's Principles of Instruction.

IF… THEN… (HOW THE CLUSTER FITS TOGETHER)

- If pupils meet something new, then explain it in small steps and model it live: **Giving an Explanation**, **Live Modelling**.
- If pupils need to see how an expert works, then use **Worked Examples** and fade the steps.
- If pupils are not yet secure, then stay in **Guided Practice** and check with **Show Me Boards**.
- If the check says most are ready, then release to **Independent Practice**, with **Scaffolding** that fades.

COMMON MISTAKES

- Skipping we do: going straight from the model to independent work.
- Releasing the whole class on time, not on evidence.
- Too long in I do: pupils listen for too long without practising.
- Independent tasks that look very different from the model.
- Re-teaching pupils one by one in you do, instead of regrouping.
- Rushing the whole handover into one lesson, when the process needs a series of lessons.

INCLUSIVE PRACTICE **Making it work for every pupil**

- Pupils who need it can be pre-taught before I do, so they meet the model ready to learn.
- Pupils who need more time stay supported in we do, with re-teaching, resources or adult support; they work towards the same goal.
- Pupils who grasp it quickly move to you do sooner and are stretched with deeper questions and application.
- More: inclusive by design and five areas of need.

1.6 Reading

Phonics, early reading and reading for meaning

In this section: Phonics lessons · Pupils new to English and mid-year arrivals · Sustaining RWI from KS1 to KS2 · Reading

PHONICS LESSONS

The building blocks for reading success

We teach Read Write Inc. (RWI) phonics daily from Reception, grouped by stage, not age. Several of our KS2 pupils still need daily phonics, including pupils who joined us recently with little English, and older pupils who use RWI Fresh Start.

Logo: Read Write Inc. Phonics, Ruth Miskin Training (ruthmiskin.com)



RWI Phonics Flashcards: daily sound practice in every phonics lesson

RWI Fresh Start: the same approach for older pupils who still need phonics

Images: Read Write Inc. Phonics Flashcards (Oxford University Press) and RWI Fresh Start logo, Ruth Miskin Training (ruthmiskin.com)

LOOK-FORS: LESSON CONTENT

- Retrieval of sounds already taught
- Speed Sounds: reading and writing the new graphemes
- Fred Talk to blend words for reading
- Segmenting words for spelling
- Reading and writing red (tricky) words
- Reading sentences fluently; writing sentences
- Reading the book matched to the pupil's stage, then rereading it

LOOK-FORS: TEACHER AND PUPILS

- Pure sounds modelled and corrected
- Brisk pace; everyone answering; partner work
- Teacher roams and scans; calls on non-volunteers
- I do, we do, you do for new content
- Precise praise and corrective feedback
- 80%+ of pupils showing they understand
- Strongest teachers teaching the weakest readers

INCLUSIVE PRACTICE **Making it work for every pupil**

- Grouped by stage, not age; the strongest teachers teach the weakest readers.
- Daily keep-up for pupils who are not yet keeping pace.
- Pupils new to English start at the right stage (below).
- More: inclusive by design and five areas of need.

Pupils new to English and mid-year arrivals

New arrivals are assessed quickly, including with RWI assessments, so phonics starts at the right stage. Talk, visuals, gestures and pre-taught vocabulary give them access to the same lessons as their classmates. [add: Castle's induction steps for new arrivals and pupils new to English, e.g. who meets the family, buddy, first-week assessment, who checks after six weeks]

SUSTAINING RWI FROM KS1 TO KS2

Phonics as the foundation of literacy: stage, not age

Why this matters. As KS2 teachers, we must recognise that the foundations established through Read Write Inc. (RWI) in KS1 are not a completed phase of learning, but the essential building blocks for all subsequent reading and writing. Pupils enter KS2 with a shared language, established routines and secure knowledge of grapheme–phoneme correspondences. These must continue to be explicitly applied, reinforced and valued within daily literacy teaching. By consistently prompting accurate decoding, modelling segmenting for spelling and maintaining agreed RWI terminology, we strengthen fluency, confidence and independence. Replacing or overlooking this foundation creates gaps in learning; building upon it ensures pupils can successfully access the full KS2 curriculum and develop as fluent, resilient readers and writers. Phonics is therefore not a discrete subject confined to KS1, but the foundation of literacy, embedded across reading, spelling and writing throughout the school.

1 **Maintain phonics for those who still need it.** If decoding is not secure, daily phonics must continue. KS2 should:
Assess early in the autumn term using RWI assessments · Group by stage, not age · Provide daily RWI sessions for those below fluency · Ensure the strongest teachers teach the weakest readers
Children should not move to comprehension-only work if they cannot decode fluently.

2 **Use consistent language across KS2.** Even when children move off the full RWI programme, KS2 teachers should continue using familiar RWI language:
"Fred Talk" · "Fred in your head" · "Special friends" · "Sound it out" · "Read the word again"
This reduces cognitive load and allows children to apply automatic decoding strategies independently. Consistency across KS1 and KS2 strengthens confidence and independence.

3 **Make phonics visible in KS2 classrooms.** KS2 classrooms should continue to:
Display Complex Speed Sound charts · Give pupils access to RWI sound mats · Refer to grapheme–phoneme correspondences during writing · Encourage children to identify "special friends" in unfamiliar words · Model segmenting for spelling
Phonics is not just for reading lessons: it supports spelling and writing accuracy across the curriculum.

4 **Explicitly link reading to phonics knowledge.** When teaching whole-class reading, teachers should:
Break down challenging vocabulary using sound knowledge · Model decoding of unfamiliar multi-syllabic words · Encourage children to apply blending strategies · Avoid over-reliance on context guessing
Example: rather than telling a child a word, prompt: "What's the special friend?" "Fred Talk it." "Now read the whole word."

5 **Strengthen spelling through phonics.** KS2 spelling instruction should build directly on RWI knowledge. Teachers should:
Reinforce Set 2 and 3 graphemes in spelling lessons · Teach alternative spellings systematically · Encourage children to segment before writing · Refer back to known sounds rather than visual memorisation alone
Children should understand that spelling is reversible phonics.

6	**Prioritise fluency.** For children who have completed RWI but lack fluency: Provide repeated reading practice · Model prosody and expression · Use echo reading and choral reading · Ensure texts are appropriately pitched *Fluency bridges decoding and comprehension. Without fluency, comprehension suffers.*
7	**Support vocabulary development.** Once decoding is secure, KS2 should: Teach vocabulary explicitly (vocabulary and talk) · Break down morphology (prefixes, suffixes, root words) · Connect spelling patterns to word meaning *This builds on phonics knowledge and moves children toward deeper language understanding.*
8	**Ensure smooth transition from KS1 to KS2.** To maintain continuity: Year 2 and Year 3 staff should meet to discuss phonics stage data · Share assessment information precisely · Identify children needing continued RWI support immediately · Avoid a "start again" approach that ignores phonics history *Transition should be seamless, not a reset.*

The big picture. Children supported well into KS2 will: decode automatically; spell with increasing accuracy; read fluently; approach unfamiliar words confidently; and access the full curriculum independently. **Phonics is stage-based, not age-based.** When KS2 teachers actively reinforce and apply RWI principles, literacy becomes cumulative, coherent and successful.

INCLUSIVE PRACTICE **Making it work for every pupil**

- Pupils who are not yet fluent decoders keep daily RWI, grouped by stage, not age.
- RWI language is used in every subject, so pupils who still rely on it can access every lesson.
- More: inclusive by design and five areas of need.

READING

From decoding to deep understanding

Typically, the approaches below are taken by teachers when teaching reading, writing and maths.

MODELLING IN READING: FROM DECODING TO DEEP PROSODY

The goal is to move pupils from conscious effort to automaticity and fluency.

Teacher read-aloud and 'thinking aloud'	The teacher models fluent, expressive reading daily, verbalising the internal dialogue of a skilled reader: identifying clues, making inferences, and checking that the text makes sense.
Echo and choral reading	To build pace and prosody, teachers use 'echo reading' (I read, you repeat) and 'choral reading' (reading together) to secure fluency before comprehension tasks are introduced.
Live phonics application	In KS2, teachers model how to use Fred Talk and 'special friends' to decode multi-syllabic academic vocabulary in subjects like history or science, ensuring phonics remains a "gold thread" across the curriculum.

HOW WE TEACH IT

- Fluency before comprehension: repeated reading as well as echo and choral reading.
- Ambitious texts for everyone; complexity managed through teaching.
- Tier 2 words taught explicitly (vocabulary).
- STAR and AR show who needs more.

ADAPTING

- Universal, targeted and in-the-moment adaptations are below.
- Pupils who are not yet fluent decoders get daily RWI keep-up, grouped by stage, not age.

LOOK-FORS: A FLUENCY SESSION

- ☐ Teacher models the text with expression
- ☐ Key words explained, with gestures where useful
- ☐ Echo or choral reading, with every pupil joining in
- ☐ Phrasing marked and practised
- ☐ Pupils reread to a partner, focusing on expression
- ☐ Listening partner follows along

INCLUSIVE TEACHING STRATEGIES: READING

Reading is foundational to success across the curriculum. Inclusive teaching strategies make sure all pupils learn to decode accurately, read fluently and understand ambitious texts, so reading never becomes a barrier. Pupils learn to read at different rates and need different support at different times, but benefit most when taught within strong, explicit whole-class teaching.

Universal provision *Accessible by default*	**Targeted strategies** *Short-term, same goals*	**In the moment** *Adaptations and assessment cues*
· Teach reading through explicit instruction, modelling, application, fluency and comprehension strategies. · Keep whole-class routines: teacher read-aloud, choral and echo reading. · Teach and revisit vocabulary, including Tier 2 and 3 words, with discussion, context and visuals. · Model fluent, expressive reading daily: phrasing, punctuation, meaning. · Choose ambitious, well-sequenced texts; manage complexity through teaching, not simpler texts. · Pupils with SEND are taught within this teaching, not removed from it unnecessarily. · Symbols, pictures and puppets support understanding of character, setting and story events.	· Sustained use of RWI strategies into KS2: Fred Talk, special friends, blending, rereading, "Fred in your head". · Daily or short-cycle RWI keep-up for pupils who are not yet fluent, grouped by stage not age. · Planned repeated reading for accuracy, automaticity and expression. · Pre-teaching key vocabulary and background knowledge for upcoming texts. · Brief, purposeful grouping, then back to whole-class learning. · Teaching assistants have read the text and know the topic before they support it.	· Listening to pupils read aloud to check decoding and self-correction. · Questions that probe literal, inferential and evaluative understanding. · Watching how pupils respond to unfamiliar words and sentences. · Remodelling decoding or rereading sections together; prompting phonics, not guessing. · Clarifying meaning by paraphrase or talk; temporarily shortening a text, same objective. · Explaining metaphor and irony, which some pupils (including autistic pupils) may take literally.

Individual reading provision is considered only where universal and targeted support are not enough, and is planned with the SENCo.

Does it help? We check that each adaptation is helping rather than hindering learning, and review it at pupil progress meetings (EEF two-part model, 1.1). Some strategies are drawn from the Adaptive Teaching Handbook ('Believe – Achieve – Succeed') [add: school or author to credit].

WALKTHRUS THAT SUPPORT THESE STRATEGIES

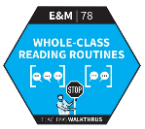


Images: Teaching WalkThrus, Tom Sherrington and Oliver Caviglioli (walkthrus.co.uk), used with permission

WALKTHRUS TO COACH WITH



Developing Reading Fluency: model, echo and repeated reading build accuracy and prosody.



Whole-Class Reading Routines: every pupil reads and follows; stop to check meaning.

Images: Teaching WalkThrus, Tom Sherrington and Oliver Caviglioli (walkthrus.co.uk), used with permission

1.7 Writing

Transcription, composition and handwriting

In this section: Writing · Shared and modelled writing: a bridge to independence · Planning for shared writing: five-step teacher walkthrough · Teaching through shared writing: five-point teacher walkthrough

WRITING

Bridging the transcription gap

Drawing Club in Reception; BookWrites from Year 1 to Year 6; LetterJoin handwriting daily (10 minutes in KS2).

Logo: BookWrites, "Using real texts to teach writing" (bookwrites.co.uk).

MODELLING IN WRITING: BRIDGING THE TRANSCRIPTION GAP

Our monitoring identified transcription (handwriting and spelling) as a bottleneck; forensic modelling must repair this floor.

The visualiser and 'live writing'	Using a visualiser to model transcription in real time is critical. It allows pupils to see correct letter formation (following handwriting 'families') and the "reversible" nature of phonics for spelling.
Cognitive 'think-alouds'	While live writing, the teacher verbalises decision-making: "I'm choosing this conjunction because…", or "I need to check my punctuation at the end of this clause".
Separating transcription from composition	Best practice involves modelling these two elements separately in the early stages. The teacher might model the oral composition of a sentence first, before using dictation to model the transcriptional accuracy needed to record it.

HOW WE TEACH IT

· Reception: gross and fine motor work and mark making before formal letter formation.

· BookWrites grammar and sentence models applied in pupils' own writing.

· Pupils say sentences aloud before writing them.

ADAPTING

· Universal, targeted and in-the-moment adaptations are below.

· Spelling is taught as reversible phonics, including Set 2 and 3 graphemes into KS2.

LOOK-FORS: A WRITING LESSON

- ☐ Handwriting families followed; correct letter formation modelled
- ☐ Live modelling with the thinking said aloud
- ☐ Oral rehearsal before writing
- ☐ Spelling linked to phonics, not visual memory alone
- ☐ Taught sentence structures used in pupils' own writing
- ☐ Pupils reread and improve their work

Shared and modelled writing: a bridge to independence

An explanation of instructional strategies. **A framework for decisions:**

Strategy	What the teacher does
Demonstration	Teacher writes a text at the front of the class, 'thinking aloud' to explain the intended effect of the choices they make (and demonstrate, for example, spelling strategies to use at the point of writing, use of the passive voice to create mystery and suspense, how to use planning to guide and organise, oral rehearsal…).

Strategy	What the teacher does
Joint construction	Teacher takes contributions from the children (and might record them to draw upon later). They consider the merits of these ideas, filter them for use in the shared text, explain choices made: what will be included and why.
Supported composition	Teacher prompts pupils to think of and explore some ideas. They demonstrate how a small part of the text may be written and then hand over to pupils to have a go at their own. This is repeated with the next small section, then the next, etc. Could include guided group writing.
Simultaneous drafting	Teacher begins to write their own text at the front of the class, thinking aloud. Pupils work individually on mini whiteboards to begin their own, informed by the teacher's example, discussing ideas with a partner when needed. After a short time, once they have a beginning they are satisfied with and are ready to get into the rest, pupils continue in their books.

These will include…

Strategy	What the teacher does
Modelled planning	Teacher models a way (or ways) in which the structure of the whole text can be recorded to use as a writing plan, talking through decisions: story-mapping, 'boxing-up', sequencing sticky notes or images, graphing highs and lows, etc. Pupils choose or are given a method and replicate it for their own idea.
Modelled editing	Teacher uses part of a child's writing to show how to identify where something is not quite working, linked to purpose and audience. They model how to edit and improve a specific element at a time, e.g. sentence construction, placement of adverbials, etc.

Source: The English Team (www.theenglishteam.uk), Rebecca New, Shared/Modelled Writing: a bridge to independence (July 2026).

Planning for shared writing: five-step teacher walkthrough

A step-by-step guide for teachers.

The five steps

01 Analyse the text challenge

02 Identify the learning need (teaching focus)

03 Allocate time deliberately

04 Sequence practice and feedback

05 Adapt for pupils' needs

Step	Teacher action	Coaching prompt
1. Analyse the text challenge	Read the model text through the lens of your pupils. Identify what is likely to make it demanding: structure, viewpoint, voice, concepts, vocabulary, grammar or unfamiliar content.	What do pupils need to puzzle through independently when writing in order to write like this, and what should be supported?
2. Identify the learning need (teaching focus)	Review what pupils can already do, what they partly know, and what they will need to learn or revisit in order to produce this specific writing outcome.	Which skill, knowledge or decision-making process should be prioritised through teaching? Does it need revising, consolidating or introducing?
3. Allocate time deliberately	Plan backwards from the final writing outcome. Decide how many sessions are needed for Independent Writing (idea generation, planning, drafting, revising and publishing) then allocate time for Practising Writing. Consider where pupils might benefit from short bursts of purposeful, contextualised practice before the main writing sessions.	Where will short, purposeful writing practice best prepare pupils for the final outcome? With limited time, what should be prioritised for practising?

Step	Teacher action	Coaching prompt
4. Sequence practice and feedback	Design a sequence of shared writing activities to move pupils from supported rehearsal towards increasing independence: a) Use A Framework for Decisions (above) to select when, what and how to model, and have pupils practise thinking about / writing independently. b) Identify feedback opportunities, class / group / individual priorities, and any editing or proofreading that needs to be explicitly modelled. (Refine planning while teaching the unit in response to AfL.)	How can I sequence learning to support increasing independence? What feedback is likely to have the greatest impact on pupils' writing immediately or in the next writing session?
5. Adapt for pupils' needs	Check whether the plan is right for all pupils. Adjust the level and focus of support through guided groups, different or supplementary resources, conferencing, task design or alternative outcomes where needed.	How can I ensure every child will successfully do some thinking and writing for themselves, and what must I scaffold or support?

QUICK PLANNING CHECKLIST

- Have I identified the specific complexity in the model text?
- Have I chosen the knowledge or skill that needs explicit teaching through modelling?
- Have I allocated enough time for meaningful writing practice?
- Have I planned feedback that pupils can act on quickly?
- Have I adapted the plan for pupils who need additional support or challenge?

WALKTHRUS TO SUPPORT PRACTICE (STEP 4)

- Sequence concepts in small steps (pp.52–53)
- Feedback that moves forward (pp.104–105)
- Whole-class feedback (pp.108–109)
- Feedback as actions (pp.106–107)
- Live modelling (pp.78–79)
- Process questions (pp.102–103)
- Think, pair, share (pp.92–93)

Source: The English Team (www.theenglishteam.uk), Rebecca New, Planning for shared writing: five-step teacher walkthrough. WalkThrus page references: Sherrington, T. and Caviglioli, O. (2020) Teaching WalkThrus: five-step guides to instructional coaching. Woodbridge: John Catt from Hodder Education.

THE WALKTHRUS NAMED ABOVE



Images: Teaching WalkThrus, Tom Sherrington and Oliver Caviglioli (walkthrus.co.uk), used with permission

Teaching through shared writing: five-point teacher walkthrough

Prompts to support teachers' decision-making. These points are not in a strict order. Rather, they are pedagogical steps that will need to be considered throughout any shared writing activity, and returned to frequently.

The five points

01 Make the purpose visible

02 Choose the right modelling strategy

03 Model the craft, using metacognitive talk

04 Release responsibility

05 Target support and monitor understanding

Point	Teacher action	Coaching prompts	WalkThrus to support practice
1. Make the purpose visible	Continually contextualise the task within the wider learning sequence. Revisit the original model, the intended audience and effect, and draw attention to the knowledge pupils will need to apply now while practising and later when writing their final independent piece. Place learning within the overall sequence: be clear about which part of the writing process children are practising (planning, drafting, revising, editing, publishing); emphasise again how the session's focus will support thinking when writing the final piece.	Is the purpose of the writing task/focus clear – why we are doing this now, and what will be applied when pupils come to write their final piece?	· Big picture, small picture – zoom in, zoom out (pp.74–75) · Set the standards (pp.84–85) · Think, pair, share (pp.92–93)
2. Choose the right modelling strategy	Select the modelling strategy that best supports the focus area and encourages the right level of independence at this stage: 'demonstration' for expert thinking, 'joint construction' for evaluating options, 'supported composition' for guided attempts, or 'simultaneous drafting' for early independence. Consider whether the strategy and focus originally planned are still the most appropriate and make changes where necessary.	Which modelling strategy is most effective here in supporting and developing independent thinking and writing in the focus area?	· Live modelling (pp.78–79) · Scaffolding (pp.80–81) · Oracy: talk for writing (pp.144–145)
3. Model the craft, using metacognitive talk	Model the writer's thinking as well as the written outcome. Name choices, explain effects, invite brief pupil thinking, and check understanding before pupils are expected to write independently.	Is effective metacognitive talk being modelled and encouraged? What is crucial to draw attention to – now, and in the moment when children write? How is understanding checked before pupils write?	· Big picture, small picture – zoom in, zoom out (pp.74–75) · Live modelling (pp.78–79) · Metacognitive talk: narrate the thinking (pp.82–83) · Head-on misconceptions (pp.86–87), e.g. for grammar, punctuation and spelling · Think, pair, share (pp.92–93) · Process questions (pp.102–103) · Oracy: talk for writing (pp.144–145)
4. Release responsibility	Hand over a small, purposeful section for pupils to try: a sentence, developed paragraph or short connecting section. It could also be an element of planning, redrafting or proofreading. Pupils rehearse orally, write briefly, review against the intended purpose/effect, and may improve immediately or in the next session.	Is there a gradual release of responsibility for thinking and writing from teacher to child? Is every child engaged in something achievable, purposeful and independent?	· Think, pair, share (pp.92–93) · Process questions (pp.102–103) · Guided practice (pp.126–127) · Independent practice (pp.128–129) · Oracy: talk for writing (pp.144–145)

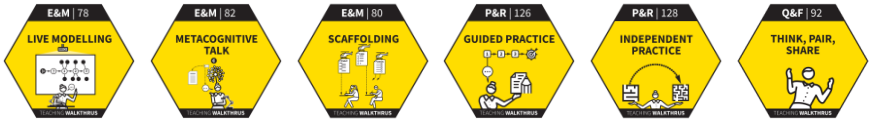
Point	Teacher action	Coaching prompts	WalkThrus to support practice
5. Target support and monitor understanding	Use feedback and teacher time deliberately, targeting pupils who need extra rehearsal, clarification or extension so every child can apply an element of the learning independently with success. Use guided groups, 1:1 conferencing, paired support or whole class 'checkpoints' as needed. Note common misconceptions or difficulties to address in the next session, and adapt planning accordingly.	Is teacher time targeted to pupils' needs, with support, checks and feedback used to address misconceptions and inform next steps? Does every child know enough to be able to move to the next stage and produce a successful independent writing outcome?	· Feedback that moves forward (pp.104–105) · Feedback as actions (pp.106–107) · Whole-class feedback (pp.108–109) · Head-on misconceptions (pp.86–87), e.g. for grammar, punctuation and spelling · Process questions (pp.102–103) · Think, pair, share (pp.92–93)

IN-LESSON SELF-REFLECTION CHECKLIST

- ☐ Is the writing purpose clear and revisited throughout the lesson?
- ☐ Does my modelling match pupils' readiness and need, and support the learning focus?
- ☐ Am I making my thinking explicit and regularly checking understanding?
- ☐ Are pupils rehearsing, writing and improving their work?
- ☐ Are pupils developing independence by completing appropriate aspects of the writing themselves?
- ☐ Is support targeted and are misconceptions addressed promptly?

Source: The English Team (www.theenglishteam.uk), Rebecca New, Teaching through shared writing: five-point teacher walkthrough. WalkThrus page references: Sherrington, T. and Caviglioli, O. (2020) Teaching WalkThrus: five-step guides to instructional coaching. Woodbridge: John Catt from Hodder Education.

THE WALKTHRUS NAMED ABOVE



Images: Teaching WalkThrus, Tom Sherrington and Oliver Caviglioli (walkthrus.co.uk), used with permission

INCLUSIVE TEACHING STRATEGIES: WRITING

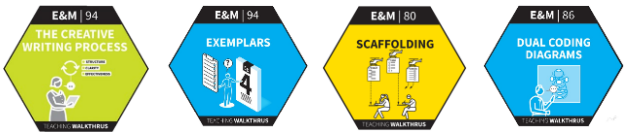
Writing is taught so that all pupils can communicate their ideas clearly, accurately and with confidence. Inclusive teaching strategies make sure that difficulties with transcription, sentence construction or working memory do not stop pupils showing their understanding and creativity.

Universal provision *Accessible by default*	Targeted strategies *Short-term, same goals*	In the moment *Adaptations and assessment cues*
· Model writing explicitly through I do, we do, you do, thinking aloud about decisions. · Break writing into parts: ideas, sentence construction, transcription. · Clear success criteria and WAGOLLs (what a good one looks like). · Oral rehearsal before writing. · Spelling through phonics and the agreed whole-school spelling routines. · Paired talk, drama or role-play to rehearse ideas before shared and independent writing.	· Sentence stems, frames or writing frames that keep authorial choice. · Word banks linked to the lesson, displayed for independent use. · Box-it-up plans to sequence ideas. · Explicit spelling teaching through phonics, including Set 2 and 3 graphemes in KS2. · A short-term cut in quantity with the same purpose and success criteria; scaffolds reduced as confidence grows. · Chunky pencils, pencil grips and whiteboards for pupils who need them.	· Remodel a sentence or paragraph with the class. · Prompts rather than corrections, to build independence. · Clarify expectations with examples or success criteria. · Support pupils to reread, edit and improve rather than start again.

Highly personalised writing outcomes are considered only when pupils cannot yet access the curriculum despite targeted adaptations.

Does it help? We check that each adaptation is helping rather than hindering learning, and review it at pupil progress meetings (EEF two-part model, 1.1). Some strategies are drawn from the Adaptive Teaching Handbook ('Believe – Achieve – Succeed') [add: school or author to credit].

WALKTHRUS THAT SUPPORT THESE STRATEGIES



Images: Teaching WalkThrus, Tom Sherrington and Oliver Caviglioli (walkthrus.co.uk), used with permission

WALKTHRUS TO COACH WITH



Kernel Sentences: short, clear sentences pupils expand and improve.



Redrafting: improve a draft with specific feedback, not start again.

Images: Teaching WalkThrus, Tom Sherrington and Oliver Caviglioli (walkthrus.co.uk), used with permission

1.8 Mathematics

White Rose small steps, taught for mastery

In this section: How we model in maths · Teaching new content in maths

Episodic teaching. Maths lessons are taught in short episodes rather than one fixed structure. Each episode is one small step: explain and model it, practise it together, check every pupil, then move on or go back. Daily review happens in every subject (lesson entry and daily retrieval); in maths it is Flashback 4 at the start of every lesson and early morning maths as pupils arrive, with questions from last week, last month and last year. Early morning maths and White Rose pre-teaching for lower KS2 help pupils keep up rather than catch up.

Logo: White Rose Maths (whiteroseeducation.com)

WALKTHRUS TO COACH WITH



Worked Examples and Backward Fading: show every step, then remove them one at a time.



Concrete Examples: concrete and pictorial before abstract (CPA).

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INCLUSIVE PRACTICE **Making it work for every pupil**

- Concrete resources and visuals are available to every pupil, not only those who struggle.
- Use adults or peers carefully to help pupils decode the language of a question.
- Use the gaps to plan pre-teaching.
- More: inclusive by design and five areas of need.

How we model in maths

MODELLING IN MATHS: THE CPA (CONCRETE, PICTORIAL, ABSTRACT) BACKBONE

To secure the velocity of learning in maths, modelling must be "as fast as possible but as slow as necessary."

The concrete–pictorial–abstract (CPA) transition	Teachers explicitly model the use of physical manipulatives (concrete) before moving to pictorial representations (e.g. bar models) and finally abstract symbols.
Worked examples	Using a visualiser to provide clear, small-step worked examples that show the "how" of a calculation, reducing the demand on working memory.
Precise mathematical terminology	Modelling and insisting on the use of correct vocabulary (e.g. 'denominator', 'regrouping') from the outset ensures pupils build the necessary schema for secondary school readiness.

Teaching new content in maths

Before each small step, read the White Rose guidance (notes, things to look out for, key questions, sentence stems). The slides are a starting point, not the lesson: adapt them so every episode has a clear model and enough practice.

LOOK-FORS

- Learning objective (the small step) clear to pupils
- Links made to prior knowledge
- Concrete, pictorial, abstract: manipulatives, then pictures, then symbols
- Worked examples and a think-aloud under the visualiser
- Precise language (denominator, regrouping) modelled and expected
- Fluency, reasoning and problem solving in the lesson

LOOK-FORS (CONTINUED)

- Pupils answer after each demonstration
- Prompts and scaffolds faded
- Release to independent work based on checks
- Independent practice without prompting
- Adapting: see below

INCLUSIVE TEACHING STRATEGIES: MATHS

Maths teaching makes sure all pupils develop secure conceptual understanding, fluent calculation and confident reasoning. Inclusive teaching strategies remove barriers while keeping the challenge and ambition.

Universal provision *Accessible by default*	Targeted strategies *Short-term, same goals*	In the moment *Adaptations and assessment cues*
· Small, clearly sequenced steps with worked examples. · Concrete, pictorial, abstract (CPA) to build understanding. · Precise mathematical language, insisted on. · Practice that focuses on the maths, not task complexity. · Whole-class teaching as the default, with high expectations for all: tasks increase in depth rather than being differentiated. · Clear, uncluttered worksheets; vocabulary on working walls.	· Longer use of manipulatives or pictorial representations. · Fewer practice questions, focused on depth rather than speed. · Pre-teaching or revisiting vocabulary and representations. · Extra practice of fluency outside maths lessons.	· Questioning, Show Me Boards and observation to check understanding. · Remodelling worked examples with other representations. · Highlighting the key step or structure of a problem. · Pupils explaining their reasoning aloud. · Brief regrouping for a shared misconception, then back to whole-class learning. · Letting pupils draw the problem; rephrasing the question; live marking.

Individual maths provision is considered only where pupils cannot access the curriculum despite high-quality targeted adaptation.

Does it help? We check that each adaptation is helping rather than hindering learning, and review it at pupil progress meetings (EEF two-part model, 1.1). Some strategies are drawn from the Adaptive Teaching Handbook ('Believe – Achieve – Succeed') [add: school or author to credit].

WALKTHRUS THAT SUPPORT THESE STRATEGIES



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02

Curriculum

Knowledge at the heart: knowing more and remembering more

IN THIS SECTION

2.1 Curriculum intent

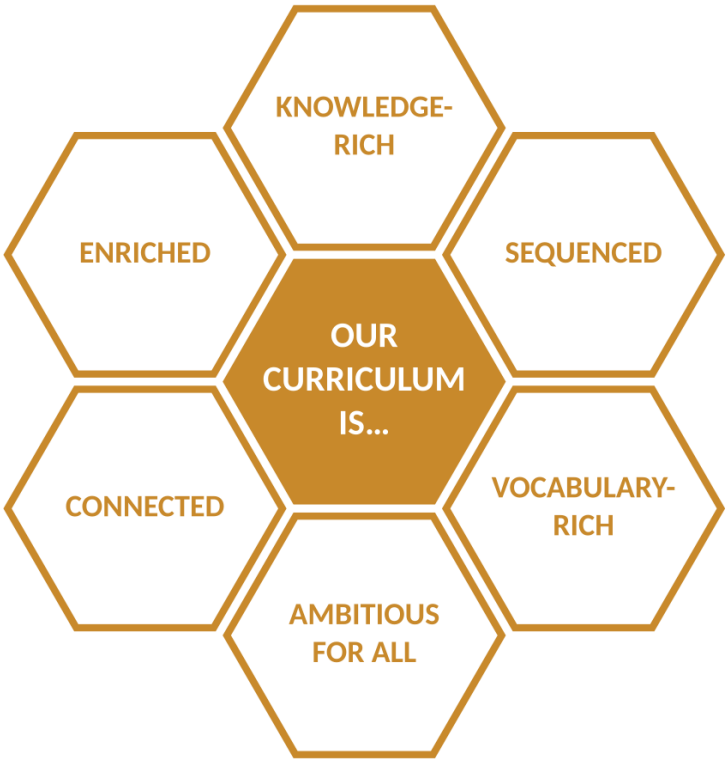
2.2 Strong foundations, Reception to Year 6

2.3 Vocabulary and talk

2.4 The wider curriculum and enrichment

2.5 Planning units and tasks

Curriculum: our guiding principles



KNOWLEDGE-RICH

... so that pupils build deep knowledge of the world, not just skills.

SEQUENCED

... so that each small step builds on secure earlier learning.

VOCABULARY-RICH

... so that pupils can understand and talk about what they learn.

AMBITIOUS FOR ALL

... so that no pupil's progress is capped by disadvantage, SEND or early gaps.

CONNECTED

... so that ideas link within and across subjects into strong schema.

ENRICHED

... so that every pupil has experiences that widen their choices.

2.1 Curriculum intent

Knowing more and remembering more

Part 1 set out how we teach. This part sets out what we teach, and in what order. At Castle, our aim is to develop caring and confident learners who are inspired and inspire others. We want pupils to contribute positively to their community and society, living out our values of Resilience, Respect and Reach. Our curriculum puts knowledge at its heart, so that pupils develop a strong vocabulary and a deep understanding of the world.

Progress means knowing more and remembering more. We use retrieval practice (bringing earlier learning back to mind) to strengthen memory and secure long-term learning, and we deliberately help pupils build schema (connected networks of knowledge) so new ideas embed securely.

Kind of knowledge	What it means
Substantive	The facts, concepts and content of each subject.
Disciplinary	How knowledge is built and tested in the subject: for example, how historians use sources or how scientists test ideas.
Procedural	The methods, skills and techniques needed to apply learning.

Our sequencing model	What it means
Revisited	Learning is retrieved and reviewed over time, using spaced retrieval (revisiting at intervals).
Sequential	Knowledge builds in carefully designed small steps that respect working memory.
Connected	Concepts link within and across subjects; interleaving (thoughtful mixing of content) deepens understanding.

Our curriculum principles. Knowledge-led and grounded in high-quality sources · coherent across phases and year groups · ambitious, inclusive and accessible · designed to support long-term memory.

WALKTHRUS TO COACH WITH



Sequence Concepts in Small Steps: each unit builds on what pupils already know.



Deliver Core; Signpost Hinterland: be clear what must be remembered, and what enriches it.

Images: Teaching WalkThrus, Tom Sherrington and Oliver Caviglioli (walkthrus.co.uk), used with permission

INCLUSIVE PRACTICE Making it work for every pupil

- Every pupil is taught the full, ambitious curriculum; barriers are removed through teaching, not easier content.
- More: inclusive by design and five areas of need.

2.2 Strong foundations, Reception to Year 6

Established early, revisited deliberately, strengthened progressively

Pupils' long-term success depends on secure, well-sequenced foundations in Reception and Key Stage 1, deliberately revisited and extended through Key Stage 2. So our curriculum makes sure that the building blocks of communication, language, reading, writing, maths and personal, social and emotional development are established early; that they are revisited, strengthened and applied in increasingly complex ways; and that no pupil's progress is capped by disadvantage, SEND or gaps in early learning.

Phase	The foundations we secure
Reception	· **Communication and language:** a language-rich setting with high-quality talk, stories, songs and rhymes; adults model ambitious vocabulary and sentences, revisited across the half-term. · **Early reading and phonics:** daily RWI phonics, moving to fully decodable books matched to the child's stage. · **Physical development:** climbing, balancing, threading and mark making prepare for letter formation and fluent writing. · **Early maths:** number, pattern, shape and measure through play, structured talk and hands-on experience. · **Personal, social and emotional development:** routines, turn-taking, cooperation, managing feelings and resilience taught explicitly.
Key Stage 1	· **Phonics to fluency:** phonics continues until decoding is secure; reading lessons build expression, fluency and comprehension. · **Early writing:** shared writing, modelling and scaffolds help pupils turn phonics into accurate, purposeful sentences. · **Number sense and calculation:** how numbers are made, how they relate, and early calculation. · **Wider curriculum:** observing, questioning and describing grow into early science, history and geography.
Key Stage 2	· **Reading for breadth and depth:** a wide range of high-quality texts, with growing independence in inference, summarising and evaluating. · **Confident writing:** systematic transcription and composition, so pupils write at length across subjects. · **Building on RWI:** KS1 phonics used to secure decoding, spelling and fluency (1.6).

Equity of access. Firm foundations are a non-negotiable entitlement for every child. We secure them through stage-not-age assessment; OAIP and adaptive teaching that remove barriers without lowering expectations (1.1); and precise keep-up and catch-up for disadvantaged pupils and pupils with SEND, based on Insight.

INCLUSIVE PRACTICE **Expectation 2: an accessible, relevant and meaningful curriculum**

· Flexible, mixed-attainment groupings are planned intentionally.
· Talk is planned and scaffolded through Think–Pair–Share, sentence stems and visual prompts.
· New learning is linked deliberately to pupils' prior knowledge and real-life experiences.
· Adaptive teaching is anticipated in planning: pre-teaching, vocabulary instruction, small-step design and careful task structure.

2.3 Vocabulary and talk

Words pupils need to learn, think and speak

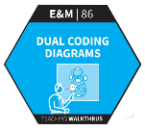
- Each unit names the vocabulary to teach explicitly, including Tier 2 (academic) and Tier 3 (subject) words.

- Once decoding is secure, teachers break words down into prefixes, suffixes and roots, and link spelling patterns to meaning.
- Talk is planned, not left to chance, using sentence stems, Talk Expectations and Think–Pair–Share.
- Pupils answer in full sentences using the taught words, and teachers model and expect precise language.
- [add: Castle's vocabulary approach from the SIP, e.g. word of the week or knowledge organisers, if used]

WALKTHRUS TO COACH WITH



Vocabulary: Tiers and Instruction: teach the words pupils need explicitly, with meaning and use.



Dual Coding Diagrams: pair words with simple images that carry meaning.

Images: Teaching WalkThrus, Tom Sherrington and Oliver Caviglioli (walkthrus.co.uk), used with permission

INCLUSIVE PRACTICE **Making it work for every pupil**

· Teach vocabulary explicitly with pictures, gestures and objects; visual cues help pupils who find spoken language hard.

· Structured talk every day, with sentence stems, develops language for every pupil.

· More: inclusive by design and five areas of need.

2.4 The wider curriculum and enrichment

Every subject, every pupil

Foundation subjects follow medium-term plans written in summer 2026, using a two-year rolling cycle (Year A 2026–27, Year B 2027–28) for our mixed-age classes in Years 1/2, 3/4 and 5/6. The full Year A and B rolling curriculum is on our website (castletiverton.school, Curriculum). PSHE uses Jigsaw and RE follows the Devon agreed syllabus.

INCLUSIVE TEACHING STRATEGIES IN EVERY SUBJECT

The core four, I do, we do, you do and our routines are the same in every subject. These strategies help every pupil access each subject's knowledge and vocabulary; they keep the same goal for all.

Science

Approach: Two-year rolling cycle (Year A 2026–27, Year B 2027–28) for Years 1/2, 3/4 and 5/6, e.g. Plants; Forces and Magnets; Earth and Space; Evolution and Inheritance.

· Hook pupils with an object, model or image, and invite their questions.

· Pre-teach new vocabulary and concepts to a small group before the lesson.

· Topic word banks and picture cards; pupils tick the words they feel confident with.

· Plan for likely misconceptions; test practicals first and give step-by-step instructions with visuals.

· Worked examples to hand during independent work.

History

Approach: Two-year rolling cycle, from the History of Toys and the Great Fire of London (KS1) through Ancient Egypt and Roman Britain to Victorian Tiverton, WW2 and the British Empire (Windrush and Modern Britain).

· Tell history as a story: card sorts, pictures and sources to retell how events unfolded.

· Sentence starters for sources: "This tells me…", "This suggests…", "Both sources say…".

· Teach vocabulary in context, including everyday words with a special meaning ("party", "state") and abstract terms ("power").

· Visual timelines, and pictures or symbols for abstract ideas and artefacts.

· Oral rehearsal before writing; a choice of outcome for the same objective (labelled map, storyboard, causation diagram).

Geography

Approach: Two-year rolling cycle, starting local (My School and the Local Area; Our Castle; Tiverton Changes) and widening to the Amazon, tectonic plates, climate change and global connections.

· Picture word banks; offer a forced choice when pupils need more support.

· Teach geographical words explicitly, including everyday words with a special meaning ("mouth of the river") and abstract terms ("climate").

· Chunk map work, for example one continent at a time.

· Movement and touch: a big map on the playground; map puzzles.

· Writing frames and grids for recording; connect to pupils' real lives.

Religious education

Approach: Devon agreed syllabus, enquiry questions such as "What does it mean to belong to a faith?" and "What does it mean to be a Humanist in Britain today?"

· Multi-sensory approaches: artefacts, role-play, visits to places of worship, shared meals.

· Explain the language of religious texts; parables and metaphors may be taken literally.

· Teach one faith at a time where possible, clearly labelled in displays and resources.

· Avoid a culture of "right answers": RE deals with belief and opinion.

· Memory aids: photos of visits, word walls, personal dictionaries; pre-teach key vocabulary.

Art and design

Approach: Two-year rolling cycle of drawing, painting, sculpture, printmaking, textiles and design units, e.g. Mark Making; Insects: Drawing and Printmaking; Art for Change.

· Check room layout and space, especially for pupils with physical or sensory needs.

· Easy-grip scissors, tape to hold work down, and larger-scale materials first.

· Display and practise key vocabulary: line, tone, texture, pattern, form.

· Model each process step by step, with pupils working alongside.

· Visual worked examples and pictures of artists, equipment and media.

Music

Approach: Song-based units (e.g. Hands, Feet, Heart; Lean on Me) alongside whole-class ensemble teaching (WCET) on recorders, ocarinas, melodicas and keyboards.

· Plan for sensory needs: ear defenders, room layout, group size.

· Visual aids for instruments and the dimensions of music, such as pitch and tempo.

· Recap key vocabulary with visual word banks at the start of each lesson.

· A clear role in the lesson for pupils who find attention hard; avoid unstructured group work.

· Small steps, with guided practice of each one.

Computing

Approach: Two-year rolling cycle of digital literacy, information technology and programming units, e.g. Building Sequences in Programs; Programming B – Sensing Units.

· Break concepts into small steps, with more structure at first (step cards, hints) that is then removed.

· Block-based programming, such as Scratch, before text-based code.

· Pair programming: one pupil codes, the other gives feedback.

· Physical devices that show the result of the code.

· Visualise abstract ideas such as loops and algorithms.

Languages (KS2)

Approach: French from Year 3, e.g. I am learning French; Do you have a pet?; What is the weather?

· Images, flashcards and video to support meaning.

· Songs, actions, dialogues and role-play to practise language.

· Vocabulary lists and sentence starters for pupils who need them.

· Real-life scenarios, such as ordering food or asking for directions.

· A safe classroom where mistakes are expected; brief use of a home language to clarify instructions.

PSHE and RSHE

Approach: Jigsaw: strands of Emotions, Communities, Relationships, Growing up, Online safety and Wellbeing, each led by enquiry questions.

· Clear ground rules so every pupil feels safe to share.

· Break sensitive topics into smaller discussions.

· Sentence starters, visual prompts and scenarios to help pupils express thoughts and feelings.

· Anonymous ways to ask questions, such as a question box.

PE

Approach: Two-year rolling cycle: dance, gymnastics, athletics and games (Hit Catch Run, Send and Return; tennis, hockey, netball, football, tag rugby, basketball, cricket), with swimming in Years 5/6.

· [add: inclusive teaching strategies for PE]

Design and technology

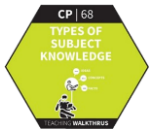
Approach: Two-year rolling cycle: mechanisms, structures, textiles, electrical systems, and food and nutrition.

· [add: inclusive teaching strategies for DT]

Strategies adapted from the Adaptive Teaching Handbook ('Believe – Achieve – Succeed') [add: school or author to credit]. Strategies based on learning styles were left out, because the evidence does not support them.

Enrichment. We plan trips, visitors, clubs and experiences so every pupil, especially disadvantaged pupils, gets them, and we track who takes part. [add: one line on Castle's enrichment entitlement]

WALKTHRUS TO COACH WITH



Types of Subject Knowledge: know the substantive and disciplinary knowledge each subject needs.



Pitch It Up: the same high challenge for every pupil, with support to reach it.

Images: Teaching WalkThrus, Tom Sherrington and Oliver Caviglioli (walkthrus.co.uk), used with permission

INCLUSIVE PRACTICE Making it work for every pupil

- Every pupil studies every subject: inclusive teaching strategies change the route, not the destination.
- Pre-teach key vocabulary and use visuals, so pupils who find reading hard can still learn the content.
- More: inclusive by design and five areas of need.

2.5 Planning units and tasks

From curriculum design to the classroom

In this section: Medium-term planning · Lesson presentation expectations · Task design: from activity to learning

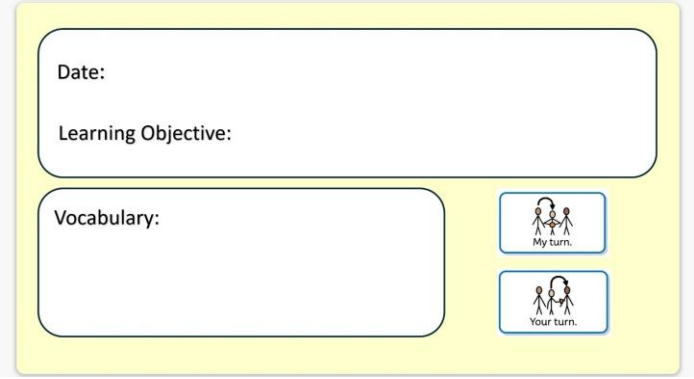
Medium-term planning

Medium-term planning uses the school's Medium-Term Planning Template, so that weekly learning objectives, explicit vocabulary, task-design activities, and retrieval and assessment opportunities are woven coherently across each unit. Teachers identify the big ideas, relevant prior knowledge, future learning and cross-curricular links, and plan enrichment where appropriate. The plan is the bridge between curriculum design and classroom teaching: it keeps teaching faithful to the sequence and sets a shared standard of task quality across subjects.

Lesson presentation expectations

A shared expectation for every subject, so pupils always know what they are learning and which phase of the lesson they are in.

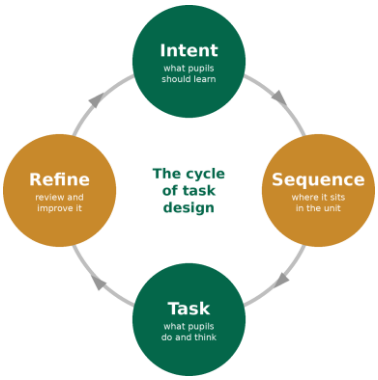
OUR LESSON PRESENTATION EXPECTATIONS



- Every lesson presentation opens with the **date**, the **learning objective** and the key **vocabulary**.
- **My turn** shows pupils when the teacher is modelling (I do).
- **Your turn** shows pupils when it is their turn to practise.

Task design: from activity to learning

Our approach to task design draws on national research and expert guidance. We prioritise learning tasks, not activities, so every task is purposeful and makes pupils think.





The cycle of task design. Karl McGrath (teacher and Curriculum Task Design Lead at Benton Park Primary School) describes task design as a cycle: **intent** (what pupils should learn), **sequence** (where the task sits in the unit), **task** (what pupils actually do and think about) and **refinement** (reviewing and improving the task once it has been taught). Subject leads own the sequence; teachers design and refine the tasks within it.

Image: Karl McGrath, task design. Diagram drawn for Castle from Karl McGrath, The Cycle of Task Design (Chalk blog and podcast, 25 September 2025).

Tasks	Aligned to curriculum intent, require thinking, and produce evidence of learning.
Activities	May be engaging, but do not always lead to learning.

ASK BEFORE YOU USE A TASK

- What learning is this task meant to secure?
- What evidence of learning will we see?
- Where is the disciplinary thinking?
- What are the task demands and barriers?
- What would improve this task?

STRONG TASKS HAVE…

- **Active interest:** they provoke curiosity, noticing, inference and discussion, using images, stimuli and open-ended prompts.
- **Immediate interaction:** early chances to use knowledge: worked examples, models, vocabulary work, word origins, diagrams.
- **Purposeful variation:** different contexts, representations, models and formats, so knowledge is applied flexibly.
- **Deeper processing:** reasoning, explanation, justification and application to unfamiliar contexts.

AAIM guides task design: Accessible (remove barriers without lowering challenge), **Appropriate** (demand fits the sequence), **Immediate** (activate prior knowledge and model clearly) and **Manageable** (avoid overload and fade scaffolds deliberately).

WALKTHRUS TO COACH WITH



A Ladder of Difficulty: the same goal, with tasks that build in challenge.



Elaborative Interrogation: How? Why? Explain it: tasks that make pupils think.

Images: Teaching WalkThrus, Tom Sherrington and Oliver Caviglioli (walkthrus.co.uk), used with permission

INCLUSIVE PRACTICE Making it work for every pupil

- Same task, accessible to all: remove barriers without lowering challenge.
- Avoid oversimplifying tasks, which reduces pupils' thinking.
- More: inclusive by design and five areas of need.

CHOOSING THE TASK: WHAT DO PUPILS NEED TO DO?

Start from the thinking the learning needs, then choose the task. These task types each have a research base; most are quick to make and many are already part of our routines.

Pupils need to…	Tasks that make them think	Research behind them
Remember	· Retrieval grid: questions from last week, last month and last year · Match up: word, picture and meaning · Label the diagram from memory · Quick quiz	Rosenshine, 2012; Adesope, Trevisan and Sundararajan, 2017
Meet a new idea	· Worked example, then yours · Concrete examples: three everyday cases, then what they share · This is, this isn't: examples and non-examples · Predict first, then back to the prediction	Sweller and Cooper, 1985; Rawson, Thomas and Jacoby, 2015; Engelmann and Carnine, 1982; Richland, Kornell and Kao, 2009
Make sense of it	· Faded examples: take over a method one step at a time · Minimally different questions: what changed, what will happen? · Explain it to yourself; draw it; sum it up in a set number of words	Renkl, 2014; Barton, 2020; Fiorella and Mayer, 2016
Organise ideas	· Sequence: flow map, timeline, cycle · Compare: Venn diagram, double spray, comparison grid · Chunk: tree diagram, part-whole brace, mind map · Connect: hexagons; causes and effects; fishbone	Caviglioli and Goodwin, 2021; Nesbit and Adesope, 2006
Read	· Know before you read: the few facts the text takes for granted · Read it like this: hear it, echo it, reread it · Break the word: prefix, root, suffix · How is it built? Find the signal words	Recht and Leslie, 1988; EEF, 2021; Bowers, Kirby and Deacon, 2010; Hebert et al., 2016

Pupils need to…	Tasks that make them think	Research behind them
Talk it through	· Think, pair, share · Talk stems for building on and challenging · Opinion line, with a reason	EEF Toolkit; Michaels and O'Connor, 2012
Check	· Hinge question · Spot the misconception; find the mistake; fix this answer · Example or not? · One question: how sure are you?	Wiliam, 2011; Booth et al., 2013; Butterfield and Metcalfe, 2001
Get support	· Task board: small steps, each with a picture and a tick box · Visual sentence (Colourful Semantics)	EEF, 2020; Bryan, 1997

Visuals in tasks. Pictures help pupils learn only when they carry meaning. Pair each word with one relevant image, link it clearly to the words, chunk the content and leave out decoration, which can cancel the benefit. Visuals work best in whole-class, teacher-led teaching, followed by retrieval so the learning lasts. For pupils with SEND or EAL, the stronger evidence is for symbol-supported communication and mnemonic pictures.

Task types and research summaries adapted from Chalk's pedagogy bank (chalklearning.io), developed with the Primary Task Design Community founded by Karl McGrath. Visuals evidence: Banks, Curran, Hall, Sims and Meliss (2026), meta-analysis of dual coding in the classroom, Ambition Institute.

03

Assessment

Assessment that informs teaching, not a data-collection burden

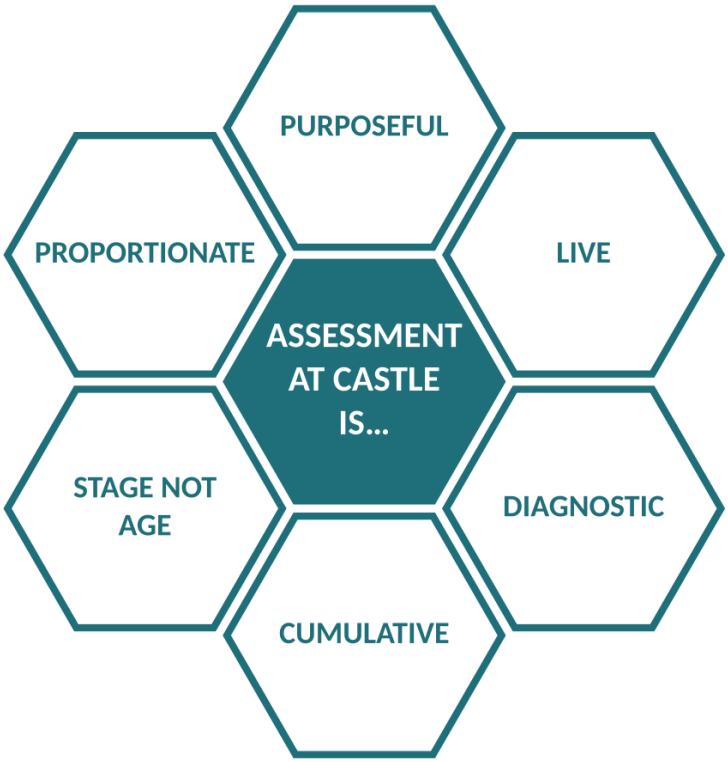
IN THIS SECTION

3.1 Why we assess

3.2 What we use, and when

3.3 Insight: stage not age

Assessment: our guiding principles



PURPOSEFUL

... so that every assessment leads to a teaching decision.

LIVE

... so that misconceptions are caught in the lesson, not weeks later.

DIAGNOSTIC

... so that we know exactly what each pupil can and can't yet do.

CUMULATIVE

... so that we check that learning has lasted, not just that it happened.

STAGE NOT AGE

... so that every pupil is taught from where they are.

PROPORTIONATE

... so that teachers spend their time on teaching, not on data.

3.1 Why we assess

Assessment improves learning and informs teaching

In this section: Formative assessment and the Formative Action loop · Elicitation tasks: finding starting points · Across a sequence of learning · Feedback and marking

Assessment closes the loop. It improves learning, informs teaching, checks progression and long-term memory, supports inclusion and enables early intervention. Daily retrieval (for example Brain Dump, Odd One Out and Connections) strengthens memory and shows misconceptions without written marking.

Daily: retrieval, elicitation, feedback and the checks in every lesson (formative assessment). **Half-termly:** diagnostic probes, STAR, AR, notes in Insight. **Termly:** summative tests, question-level analysis (QLA), objective-level recording in Insight.

Formative assessment and the Formative Action loop



Formative assessment is how we decide, pupil by pupil, when each pupil moves through I do, we do, you do. Seeing every pupil's thinking (Show Me Boards, Cold Calling, hinge questions) tells us who is ready for you do, who needs more we do, and who needs the step modelled again.

Our approach is **Formative Action**: a five-step loop of predict, check, decide, act and re-check. The loop only works when it is closed. A check without a planned follow-up and a re-check is just spotting.

Loop: Kneyber, Sluijsmans, Devid and Wilde López, Formative Action: From Instrument to Design (John Catt), Chapter 1, Figure 2. Diagram drawn for Castle.

SHORT FEEDBACK LOOPS: CLOSING THE LOOP WITHIN THE LESSON

Step	What it looks like	Formative Action	Watch out for
1 Model the task; set success criteria	Show exactly what success looks like before pupils start.	Predict	Vague or hidden success criteria; no model to follow.
2 Set the task and monitor	Scan the whole class early, noticing successes as well as errors.	Check	Waiting too long; watching only a few pupils.
3 Stop and review	Pause at the right moment, using pupils' work to focus everyone.	Decide	Stopping before there is useful evidence, or so late that misconceptions stick.
4 Remodel and re-emphasise success criteria	Show how to improve, not just what; one or two things only.	Act	Telling without showing; too many points at once.
5 Repeat and check progress	Pupils use the feedback straight away and try again.	Re-check	Pupils don't act on the feedback; the loop stops after one go.

Source: Short Feedback Loops mental simulation guide by Matt Stone, built on Teaching WalkThrus (Tom Sherrington and Oliver Caviglioli), Volume 3, Q&F p114. Formative Action links drawn for Castle.

WALKTHRUS TO COACH WITH



Short Feedback Loops: the WalkThru for the loop: check, act and re-check within minutes, in the lesson.



Checking for Understanding: see every pupil's answer so the decision is based on evidence.

Images: Teaching WalkThrus, Tom Sherrington and Oliver Caviglioli (walkthrus.co.uk), used with permission

Elicitation tasks: finding starting points

Elicitation tasks are short diagnostic activities that check prior knowledge, bring out misconceptions and inform adaptive teaching.

- **English and maths:** at the start of every sequence, pupils complete an elicitation task showing what is secure and not yet secure. Teachers record secure prior knowledge, misconceptions, vocabulary gaps, procedural gaps, and pupils who need scaffolds or keep-up support. This shapes planning, modelling, grouping and task design.
- **Wider curriculum:** shorter, often skills-focused tasks when pupils begin a completely new topic, checking readiness (for example observing, classifying, interpreting sources, map reading) and shaping the scaffolding in the unit.
- **Purpose:** identify starting points; surface misconceptions; shape modelling and guided practice; match lesson design to readiness.

INCLUSIVE PRACTICE **Expectation 3: high expectations for all pupils**

- Elicitation tasks and formative assessment inform planning and adaptations.
- Pupils extend learning through deeper thinking, application and reasoning.
- Teachers spend time with all pupils, supporting progress and keeping challenge high.
- Support is decided by ongoing assessment of each pupil's needs, not by labels or assumptions (EEF).

Across a sequence of learning

Formative assessment continues across units through retrieval checks, elicitation, class elicitation sheets, analysis of pupils' work and ongoing objective-level assessment in Insight. It is the engine that drives gradual release, so that independence is reached at the right time.

Feedback and marking

Marking is **meaningful, manageable and motivating**. All staff give clear, child-friendly feedback using a consistent visual approach across the school, while keeping the flexibility to meet the needs of each pupil. Feedback informs adaptive teaching, elicitation, retrieval and Insight.

Live marking first. Most feedback is given as teachers circulate: identifying errors, addressing misconceptions and offering extension with pink and green highlighters. **As a minimum, pink marking is used at least once a week** to identify misconceptions and give further challenge. Verbal and whole-class feedback also address misconceptions and extend learning. Teachers use their professional judgement to get the most impact on progress with a manageable workload.

CORE MARKING CODES

	**Green** Green Bic pen in EYFS and KS1; green highlighter in KS2	**Achieved learning objective or met success criteria**
	**Pink** Pink Bic pen in EYFS and KS1; pink highlighter in KS2	**Improvement needed, or next step to deepen thinking**
SP		Spelling
P		Punctuation
S		Supported by an adult
I	EYFS only	Independent work

MARKING THROUGH THE SCHOOL

Phase	How we mark	Green: what went well	Pink: next step or challenge
Reception	· Mostly verbal feedback in the moment. · Simple visual symbols: smiley face, ticks, coloured dots. · Adult annotations to clarify meaning and marks. · Pink pen corrects and models letter formation and simple errors; children respond in pencil.	"You sounded out independently." "You remembered your finger spaces." "You tried writing the first sounds all by yourself!"	*"Can you hear the last sound in 'cat'?"* *"Can you sit the letters on the line?"* *"Can you draw one more apple to make 3?"*
Year 1	· Green and pink biro pens introduced, with simple written comments; children respond to pink next steps, for example practising letter formation. · Verbal feedback still used frequently.	"You used a capital letter at the start of your sentence." "You remembered to count the sides of the shape carefully."	*"Can you add a full stop at the end of your sentence?"* *"Check this number line: have you skipped any numbers?"*
Year 2	· Pupils respond to feedback more independently, in pencil. · Errors highlighted in pink pen. · Short written questions or prompts begin.	"You used the conjunction 'because' to explain your idea." "You solved the subtraction problem using tens and ones accurately."	*"Can you improve this sentence with a more exciting verb?"* *"Have another go at this spelling: check the middle sound."*
Years 3–4	· Feedback becomes more specific; pupils reflect and edit from pink prompts. · P or SP in the margin shows a punctuation or spelling error; children correct it. · Responses and corrections in green pen.	"Your paragraph stays focused on the main idea with clear details." "You used expanded noun phrases to describe the character well."	*"Can you explain why you chose this method to solve the problem?"* *"Check this part: is your punctuation accurate for speech?"*
Years 5–6	· Feedback needs more thoughtful and detailed responses. · Emphasis on independence and editing skills.	"Your use of formal language matches the purpose of the letter." "You've clearly justified your reasoning using evidence from the text."	*"This paragraph is a bit unclear: can you reorder or rephrase it?"* *"Is your calculation efficient? Can you explain another method?"*

From Year 1, green comments are used in post-lesson marking on final outcomes.

FLEXIBLE USE BY TEACHERS

· This is not a rigid system. Teachers use professional discretion to decide what to mark and how deeply.

· They decide when written, verbal or whole-class feedback is most effective.

· Teachers may adapt marking as needed for pupils with SEND, pupils learning EAL and vulnerable learners.

PUPIL RESPONSE TO MARKING

· Pupils are given time to read, reflect and respond.

· Responses are written in pencil in EYFS and KS1, and in green pen in KS2.

· Responses can be corrections, additions, improvements or reflective answers to questions.

In summary. **Green** highlights achievement. **Pink** prompts improvement and deeper thinking. Marking is purposeful, not excessive, and teachers use discretion to maximise impact. SLT review marking through book looks, planning and pupil voice.

Source: Castle Primary Marking Policy (V2). Green tick and pink brain graphics drawn for Castle.

3.2 What we use, and when

Subject assessment at a glance

How each subject checks what pupils know and can do. Every check leads to a teaching decision; the examples show what this can look like in a lesson.

Phonics

RWI checks and assessments; regrouping by stage; Year 1 phonics check.

e.g. *A pupil reads a set of Speed Sounds and green words; the result decides their RWI group at the next regroup.*

e.g. *Teachers note which sounds pupils hesitate on and add them to the next lesson's speed sounds.*

Reading

Decoding, vocabulary, inference and fluency; STAR.

e.g. *Listen to a pupil read a page aloud to check accuracy, pace and expression.*

e.g. *"Which word tells you how the character feels? Why?"*

Writing

Probes, modelling, elicitation, independent writes, moderation.

e.g. *A short write at the start of a unit shows which sentence skills to teach first.*

e.g. *The independent write at the end is compared with it, and moderated with colleagues.*

Maths

Anchor problems, hinge questions, exit tickets; White Rose end-of-block assessments.

e.g. *Hinge question: "Which is greater, 0.5 or 0.45? Show me on your boards."*

e.g. *An exit ticket of two questions decides who starts tomorrow with keep-up.*

Science

Predict–Observe–Explain, concept cartoons, enquiry checks.

e.g. *"Predict: will the ice melt faster wrapped in foil or in a jumper?" Pupils observe, then explain.*

e.g. *A concept cartoon shows three opinions; pupils say who they agree with and why.*

Wider curriculum

Retrieval, hinge questions, end products.

e.g. *History: put four events in order on a timeline from memory.*

e.g. *Geography: label a sketch map, then compare it with the original.*

Reception

Observation, with Tapestry to gather evidence; Reception Baseline Assessment; EYFS Profile; judgements recorded in Insight.

e.g. *A practitioner notes on Tapestry how a child counts out objects during play.*

e.g. *Short adult-led checks show which sounds and numbers each child knows.*

Every lesson

Checking for understanding with the core four: Show Me Boards, Cold Calling and Think, Pair, Share.

e.g. *"3, 2, 1, show me": the teacher scans every board before moving on.*

e.g. *Cold call two pupils to explain why an answer is right or wrong.*

WALKTHRUS TO COACH WITH



Strategies to Check for Understanding: see every pupil's thinking, then decide what next.



Multiple-Choice Questions: wrong answers built from likely misconceptions (hinge questions).

Images: Teaching WalkThrus, Tom Sherrington and Oliver Caviglioli (walkthrus.co.uk), used with permission

INCLUSIVE PRACTICE **Making it work for every pupil**

- Check that the assessment method does not itself create a barrier, such as the reading load in a maths or science test.
- More: inclusive by design and five areas of need.

3.3 Insight: stage not age

One system for recording, tracking and acting on progress

In this section: Objective-level assessment · Reading a stage judgement · Termly review and pupil progress meetings · Key objectives we track on Insight

Insight is our single assessment system for recording, tracking and analysing progress. It supports objective-level assessment, stage-not-age judgements, finding gaps, and planning and adaptive teaching.

Objective-level assessment

- Teachers assess pupils continuously at objective level, using elicitation tasks, retrieval checks, guided and independent work, feedback and keep-up sessions.
- Judgements reflect specific learning, not general impressions, and are updated during the term so Insight shows the true, current picture.
- A **point-in-time assessment (PITA)** captures a pupil's stage at a particular checkpoint.
- In reading, writing and maths, objectives are deliberately prioritised using national evidence (Firm foundations guidance and national subject reviews), so teaching time goes on the knowledge pupils most need to build secure foundations and access the full curriculum. All reading, writing and maths objectives are tracked on Insight; the weighted key objectives, and why each one matters, are listed phase by phase below.

Reading a stage judgement

Each judgement is a year-group stage followed by how secure the pupil is in it. A pupil's stage can be below their year group: they are taught from where they are.

Code	Means	Example
E	Emerging: starting the stage's objectives	**2E** = early in the Year 2 objectives
D	Developing: secure in some objectives	**3D**
S	Secure: the stage's objectives are secure (expected standard for that year)	**4S**
GD	Greater depth within the stage	**5GD**

Pupil (made up)	End of last year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	Progress
Pupil A (Y2)	1S	1S	2E	2E	2D	2D	2D	Less than expected
Pupil B (Y5)	4GD	5E	5D	5D	5S	5GD	5GD	Expected
Pupil C (Y1)	R Exp	1E	1D	1D	1S	1S	1S	Accelerated
Pupil D (Y3)	1S	2E	2E	2D	2S	2S	3E	Accelerated

Example of writing progress over a year. [add: Castle's exact rule for expected and accelerated progress on Insight]

Termly review and pupil progress meetings

- **Each term** teachers review all taught objectives, update stage judgements, identify gaps and strengths, and check coherence across subjects and classes.
- **Insight shows** class-wide patterns, individual misconceptions, pupils who need more scaffolding, concepts to re-teach and where targeted support is needed. It is a planning tool, not a data-collection burden.
- **Pupil progress meetings** use Insight summaries to discuss progress, barriers, the impact of support and next steps, so inclusion and early intervention are proportionate and strategic.

> INCLUSIVE PRACTICE **Making it work for every pupil**
> · Stage not age: each pupil is assessed and taught from where they are.
> · Pupil progress meetings check whether adaptations and support are working, and stop what isn't.
> · More: inclusive by design and five areas of need.

Key objectives we track on Insight

All objectives in reading, writing and maths are tracked on Insight. Within them, a small number of **key objectives** in each phase are **weighted**, and we use them to help us decide how secure a pupil is. These are the gateways: if they are not secure, later learning falls apart. Each one is chosen for a reason, so teachers know why it matters as well as what it is.

READING: KEY OBJECTIVES AND RESEARCH RATIONALE

Phase	Key objective	Why it is key
Year 1 *Securing the phonic code*	Respond speedily with the correct sound to graphemes for all 40+ phonemes.	The Simple View of Reading establishes that reading comprehension is the product of word reading and language comprehension. Automaticity in recognising grapheme-phoneme correspondences (GPCs) is the biological prerequisite for word reading. If a child's working memory is consumed by trying to recall a sound, they suffer a complete loss of information and cannot decode the word.
	Apply phonic knowledge and skills as the route to decode words.	Our research explicitly warns against encouraging children to use other strategies, such as guessing from context, to work out words. Systematically applying phonics as the sole route to decoding prevents pupils from embedding errors that become incredibly difficult to break later.
	Read aloud accurately books that are consistent with their developing phonic knowledge.	Giving a child a book containing words they have not been taught to decode forces them to guess, which is discouraging and wastes valuable learning time. Decodable books isolate the exact knowledge taught, allowing disadvantaged pupils to practice successfully.
	Re-read these books to build up their fluency and confidence in word reading.	Repeated reading shifts decoding from a slow, conscious effort into fluent, automatic recognition, which is the bridge to comprehension. Without fluency, comprehension suffers.
Year 2 *Achieving automaticity and fluency*	Continue to apply phonic knowledge and skills until automatic decoding has become embedded and reading is fluent.	Schools often rush to introduce whole-school written reading comprehension tasks (replicating end-of-key-stage tests) before children are fluent readers, which disproportionately harms lower-attaining pupils. Tracking this ensures teachers do not abandon phonics too early.
	Read most words quickly and accurately, without overt sounding and blending.	This is the hallmark of fluency. Once decoding is fully embedded, working memory is freed up, enabling pupils to focus on language comprehension and meaning.
	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Even as pupils become fluent, they will encounter unfamiliar words. Tracking this guarantees that pupils continue to use their phonics to tackle new words rather than reverting to guessing.
Years 3 and 4 *Reading to learn*	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to understand the meaning of new words.	As word reading becomes more secure, explicit vocabulary instruction is critical. Breaking down morphology connects spelling patterns to word meaning, allowing pupils to independently access the broader academic language required across the Key Stage 2 curriculum.
	Retrieve and record information from non-fiction.	Pupils are transitioning from 'learning to read' to 'reading to learn'. If a pupil cannot locate and retrieve basic facts, they are fundamentally locked out of learning in subjects like history and science.
	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.	This objective pushes pupils to integrate new knowledge with what they already know. It moves them beyond literal retrieval into active, critical comprehension.
	Summarise the main ideas drawn from more than one paragraph.	This demands that a child's working memory holds and connects multiple pieces of information. Tracking this guarantees teachers are building pupils' executive functioning and stamina for longer texts.
Years 5 and 6 *Mastery and critical analysis*	Read effortlessly, working out how to pronounce unfamiliar written words with increasing automaticity.	By the end of primary school, statutory guidance dictates that reading must be sufficiently fluent and effortless for pupils to manage the heavy cognitive demands of the Key Stage 3 secondary curriculum.

Phase	Key objective	Why it is key
	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	Complex secondary-level texts require pupils to sift through vast amounts of information and screen out what is not relevant. This objective tracks their ability to manage this high cognitive load.
	Distinguish between statements of fact and opinion.	To prepare children for the changing world, they must be taught to think critically. Arming young people with the cognitive skills to assess sources is a central pillar of media literacy.
	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Disadvantaged pupils often fall behind because they lack the broad cultural capital and academic vocabulary of their peers. Tracking the evaluation of authorial language forces teachers to explicitly teach this sophisticated vocabulary, ensuring equity of access to higher-level concepts.

WRITING: KEY OBJECTIVES AND RESEARCH RATIONALE

Phase	Key objective	Why it is key
Year 1 *Securing the basics*	Begin to form lower-case letters in the correct direction, starting and finishing in the right place.	Handwriting requires frequent, discrete teaching. If a pupil uses all their working memory trying to remember how to form a letter (transcription), they cannot focus on what they are trying to say (composition).
	Spell words containing each of the 40+ phonemes already taught.	Phoneme-grapheme correspondences must be secured to automaticity so that transcription does not disrupt working memory.
	Write from memory simple sentences dictated by the teacher.	Dictation acts as a vital bridge. It allows pupils to isolate and practise their spelling and handwriting without the heavy cognitive burden of inventing content or composing ideas.
	Compose a sentence orally before attempting to write it.	Writing consists of two distinct elements: transcription and composition, which must be taught separately in the early stages. Oral composition ensures children have the language comprehension to articulate ideas before they are burdened with writing them down.
Year 2 *Building fluency*	Form lower-case letters of the correct size relative to one another and start using the diagonal and horizontal strokes needed to join letters.	As pupils move through Key Stage 1, transcription fluency must become embedded to allow for independent sentence construction. Incorrect letter formation becomes a habit that creates deep gaps requiring urgent improvement later.
	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly, including adding suffixes.	The Writing Framework highlights the necessity of a systematic approach to foundational transcription. Because English spelling is highly variable, children need significant word-specific rehearsal to achieve automaticity.
	Re-read to check that their writing makes sense and use expanded noun phrases and different sentence forms.	Focusing heavily on evaluating for sense, tense, and varied sentence forms acts as a fine filter to ensure pupils are consciously controlling their grammar. Rushing pupils into complex text types before they can control basic sentences guarantees failure.
Years 3 and 4 *Structuring ideas*	Increase the legibility, consistency, and quality of joined handwriting.	By Key Stage 2, handwriting must become fast enough to keep pace with what pupils want to say. If letter formation is not fluent, it will continually disrupt working memory and prevent pupils from generating extended compositions.
	Organise paragraphs around a theme.	The EEF recommends using structured approaches to teach writing composition, such as explicit modelling and scaffolding. Paragraph organisation provides the exact structural scaffolds disadvantaged pupils need to organise their thoughts independently.

Phase	Key objective	Why it is key
	Extend the range of sentences with more than one clause by using a wider range of conjunctions and fronted adverbials.	Explicit grammar teaching gives pupils the tools to consciously enhance the effectiveness of their writing. Deliberate practice of conjunctions acts as a gateway to more sophisticated reasoning and explanation.
Years 5 and 6 *Mastery and adaptation*	Write legibly, fluently, and with increasing speed, using a knowledge of morphology and etymology.	Writing must be sufficiently fluent and effortless to manage the heavy cognitive demands of the secondary curriculum. Etymology and morphology connect spelling patterns to broader academic meaning.
	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models.	By Year 6, pupils must consciously control their writing to achieve specific purposes. Disadvantaged pupils in particular require explicit modelling of high-quality texts to build their cultural capital and structural understanding.
	Use advanced grammar, such as relative clauses and precise punctuation (semi-colons, colons, and dashes) to mark boundaries between independent clauses.	If pupils cannot manipulate complex grammar or mark clause boundaries, their writing will lack the cohesion and precision required to succeed in Key Stage 3 and beyond.

MATHS: KEY OBJECTIVES AND RESEARCH RATIONALE

Phase	Key objective	Why it is key
Year 1 *Securing number sense*	· Count to and across 100, forwards and backwards, starting with any number (1NPV-1). · Develop fluency in addition and subtraction facts within 10 (1NF-1). · Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts (1AS-1).	The EYFS statutory framework and national Strong Foundations research establish that a strong grounding in number is essential. The principal focus of early mathematics is mental fluency with whole numbers. If a child's working memory is overwhelmed by trying to calculate basic addition on their fingers, they will suffer a complete loss of information from their working memory when facing complex tasks.
Year 2 *Developing fluency and place value*	· Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers (2NPV-1). · Secure fluency in addition and subtraction facts within 10, through continued practice (2NF-1). · Recognise repeated addition contexts, representing them with multiplication equations within the 2, 5 and 10 multiplication tables (2MD-1).	The National Curriculum mandates that the principal focus of Key Stage 1 remains confidence and mental fluency with whole numbers and place value. White Rose mapping explicitly highlights that varied, repeated practice of these core calculation objectives builds the structural schemas needed for later mathematical reasoning. Rushing to cover broad data or measure topics before securing these arithmetic gateways creates deep gaps that widen over time.
Years 3 and 4 *Mastering operations and multiplicative reasoning*	· Recall multiplication and division facts up to 12 × 12 (4NF-1). · Multiply and divide whole numbers by 10 and 100 (4MD-1). · Add and subtract up to four-digit numbers using the formal written methods of columnar addition and subtraction (3AS-2).	The statutory principal focus of lower KS2 shifts to ensuring pupils become increasingly fluent with the four operations. The National Curriculum demands that by the end of Year 4, pupils must have memorised their multiplication tables up to 12 × 12. Confidence in these multiplicative facts is the absolute cognitive precondition for success in fractions, decimals, and ratio in upper KS2. Explicitly teaching formal columnar methods provides the necessary scaffolds to prevent cognitive overload during multi-digit arithmetic.
Years 5 and 6 *Connections and complex problem solving*	· Understand the relationship between powers of 10 from 1 hundredth to 10 million, and multiply/divide by 10, 100 and 1,000 (6NPV-1). · Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties (6AS/MD-2). · Use common factors to simplify fractions; use common multiples to express fractions in the same denomination (6F-1).	In upper Key Stage 2, the curriculum's principal focus is to extend understanding to larger integers and develop deep connections between multiplication, division, fractions, decimals, and percentages. The new White Paper stresses that securing the highest standards in numeracy is the critical foundation that allows children to access the secondary curriculum. If pupils cannot manipulate fractions using their times-table knowledge or navigate powers of 10, they will not be equipped to solve the non-routine, multi-step algebraic and proportional problems required at Key Stage 3.

WALKTHRUS TO COACH WITH



Whole-Class Feedback: act on common errors the next lesson.



Feedback as Actions: feedback pupils act on, in class, straight away.

Images: Teaching WalkThrus, Tom Sherrington and Oliver Caviglioli (walkthrus.co.uk), used with permission

INCLUSIVE PRACTICE Making it work for every pupil

- Key objectives are the same for every pupil; teaching starts from the stage each pupil has reached.
- Pupils who have not secured a key objective get keep-up support quickly, so gaps don't grow.
- More: inclusive by design and five areas of need.

04

Early Years

Reception at Castle: the best start to school life

IN THIS SECTION

4.1 Teaching in Reception

4.2 Curriculum in Reception

4.3 Assessment in Reception

Early Years: our guiding principles



LANGUAGE-RICH

… so that every child hears, learns and uses new words every day.

PLAYFUL AND PURPOSEFUL

… so that play is planned, and adults teach through it.

AMBITIOUS FOR ALL

… so that every child works towards the Early Learning Goals from their own starting point.

SEQUENCED

… so that learning builds term by term towards clear checkpoints.

NURTURING

… so that children feel safe, valued and engaged, so they can learn.

WITH FAMILIES

… so that we work closely with parents, carers and previous settings.

4.1 Teaching in Reception

The Castle way of teaching, from the very first day

In this section: The Playbook in Reception · Adults in provision · Phonics, early writing and maths

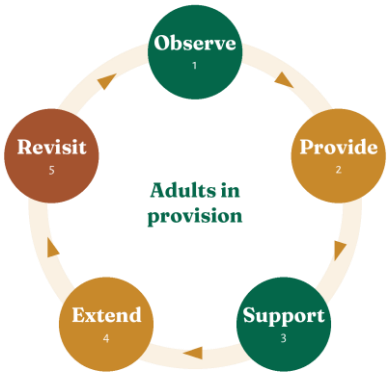
Our Early Years is one EYFS unit with **two Reception classes**. Children learn through a balance of **child-initiated play** and **adult-directed teaching**: direct teaching in phonics, mathematics and other areas sits alongside extended periods of purposeful play, indoors and outdoors, with equal value placed on both. Small group work lets adults check understanding, address misconceptions and give immediate feedback.

The Playbook in Reception

Reception uses the same Castle Routines and teaching as the rest of the school, adapted for young children, so Year 1 feels familiar.

In the Playbook	What it looks like in Reception
Attention cues	The same words and gestures from day one: "Team Stop" with one hand raised, "Tracking", "Magnet eyes". Practised daily until they are automatic.
Thinking time and partner talk	"Thinking time" (tap your head) before answering; "Turn to your partner" (hands turn in) on the carpet, with sentence starters modelled by adults.
Daily review	Quick daily review of sounds, numbers, rhymes and story words, so learning is revisited and remembered.
I do, we do, you do	Short carpet inputs in phonics and maths: adults model, children practise together, then apply it in small groups and in provision.
Show Me Boards	Whiteboards or fingers to show a sound, a number or an amount, so adults see every child's answer.
Scaffolds that fade	Least help first: wait, prompt, clue, model. Adults step back as soon as the child is moving.

Adults in provision



Continuous provision is carefully planned to challenge, engage and extend learning across all areas, following our progression of skills for each area (sand, water, art, construction, role play, small world, reading corner, Funky Fingers, maths, mud kitchen, outdoor physical area and stage). Adults do not only supervise play: they **observe, provide, support, extend and revisit**, extending learning through questioning, modelling and sustained shared thinking.

- **Join the play** and talk: model the words you want children to use.
- **Ask, then wait:** "What do you notice?" "What could you try next?"
- **Correct on the spot:** pencil grip, letter formation and reversals.
- **Note** what the child can now do, for Tapestry and the checkpoints.

Phonics, early writing and maths

PHONICS AND EARLY WRITING

· **Read Write Inc.** phonics every day, grouped by stage; children who need it get keep-up the same day.

· Children take home fully decodable books matched to the sounds they know.

· **Drawing Club** builds talk, vocabulary and early writing.

· Fine motor first: pencil grip is taught and checked so children can form letters correctly.

· More: Phonics lessons.

MATHEMATICS

· **White Rose Maths**: number recognition and composition, counting principles, subitising, comparison and pattern, shape, space and measure, problem solving and reasoning.

· Practical experiences, mathematical talk, games and concrete resources.

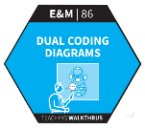
· Key concepts are revisited regularly to deepen understanding and secure learning.

· More: Mathematics.

WALKTHRUS TO COACH WITH



Think, Pair, Share: carpet talk with a partner before anyone answers.



Dual Coding: pictures, objects and gestures alongside every new word.

Images: Teaching WalkThrus, Tom Sherrington and Oliver Caviglioli (walkthrus.co.uk), used with permission

INCLUSIVE PRACTICE **Making it work for every pupil**

· Every child has a Language Link assessment; Speech Link is used where needed to find children who need targeted support.

· Children whose language is less well developed get extra talk with adults every day, in provision and in small groups.

· Adapt the setting, not the goal: visual timetables and calm spaces help children to self-regulate.

· More: inclusive by design and five areas of need.

4.2 Curriculum in Reception

Ambitious, sequenced and rooted in play

In this section: The year at a glance · Words we teach · Ready for Year 1

Our EYFS curriculum is planned to be **ambitious and sequenced**, so children build their learning over time. It is flexible enough to follow children's interests. Play is essential, and includes play which is child-led, play which is sensitively supported and extended by adults, and play which is guided towards specific educational outcomes. There is a strong emphasis on the **prime areas**: personal, social and emotional development; communication and language; and physical development.

The year at a glance

Term	Topic	Hooks and visits
1	Me and My Community	Walk around the school grounds; visits from people who help us; autumn walk
2	Starry Night	Dark classrooms with torches and light boxes; nativity; winter walk; theatre in school
3–4	Wonderful World	Food tasting from around the world; visit from Exmoor Zoo; spring walk
5	Come Outside	Bug hunt and wormeries; bee visit; canal trip
6	Beside the Seaside	Recycling visit; aquarium trip; summer walk

Through the year, four **welly walks** show how our local area changes with the seasons. Each term also has a British value focus, starting with the rule of law.

Words we teach

Our **Reception Vocabulary Progression Framework** sets ambitious words for every area of learning, from baseline to the end of the year. For example, in listening and understanding:

Baseline	Autumn	Spring	Summer
listen, look, stop, wait, who, what, story, book	*remember, answer, question, character, beginning, because*	*explain, predict, before, after, different, same*	*notice, compare, describe, discover, favourite, wonder, reason*

Ready for Year 1

Our **Reception to Year 1 progression map** shows how each area of Reception learning becomes the foundation for Year 1 subjects. Reception is the foundation, not an early version of Year 1: the map is not a checklist and does not pull National Curriculum content down into Reception. It makes curriculum continuity visible and supports professional discussion between Reception and Year 1 teachers.

WALKTHRUS TO COACH WITH



Deliberate Vocab Development: teach the words explicitly, then use them in play.



Sequence Concepts in Small Steps: each term builds on the last.

Images: Teaching WalkThrus, Tom Sherrington and Oliver Caviglioli (walkthrus.co.uk), used with permission

INCLUSIVE PRACTICE Making it work for every pupil

- Every child learns the full curriculum; adapt how it is taught, not what is taught.
- Pre-teach topic words to children who need it, with pictures and objects.
- Hooks, visits and walks give every child the shared experiences that talk and writing build on.
- More: inclusive by design and five areas of need.

4.3 Assessment in Reception

Knowing every child, from the first weeks

In this section: Starting points · Checkpoints through the year · Assessment every day

Starting points

Before children start, staff gather information from parents, carers and previous settings. In the first weeks, staff complete baseline assessments through observations, interactions and professional judgement, and the statutory **Reception Baseline Assessment** (RBA) is completed. Every child has a **Language Link** assessment.

Checkpoints through the year

Our **EYFS tracking document** sets out what a child who is on track should show at each point: **Baseline**, **Autumn**, **Spring** and **end of EYFS**. At each point, staff make a **best-fit** judgement: a child is **Expected** when they are consistently showing most of the skills and knowledge for that point, and **Emerging** when they are not yet showing the majority, or their development sits closer to an earlier stage. Judgements are recorded in **Insight**.

Area	End of Autumn	End of Spring	End of EYFS
Word reading	Can blend and read cvc words; can read a simple caption; can read some set 1 tricky words.	Reads set 1 and 2 tricky words; says the sound for each set 1 and 2 grapheme.	Reads aloud simple sentences and books consistent with their phonic knowledge.
Fine motor	Attempts to use a tripod grip with some consistency.	Holds a pencil in a tripod grip; sits at a table to write.	Holds a pencil effectively in preparation for fluent writing.
Numerical patterns	Counts objects accurately to 10; recognises numbers to 10 and puts them in order.	Can count beyond 10; recognises patterns within number.	Verbally counts beyond 20; compares quantities up to 10.

Examples from the EYFS checkpoints assessment tracker; the full tracker covers every Early Learning Goal.

Assessment every day

HOW WE KNOW

- Daily observations, learning conversations with children and evidence from independent and adult-led activities.
- Regular **Read Write Inc.** assessments, and regrouping by stage.
- Speech Link where needed, to find speech needs and plan support.
- Learning shared with families on **Tapestry**; progress monitored on **Insight**.

WHAT WE DO WITH IT

- Plan next steps and the next day's small groups.
- Spot children who need extra support early, and act straight away.
- Mostly verbal feedback in the moment (marking in Reception).
- At the end of Reception, the **EYFS Profile** records each Early Learning Goal as Emerging or Expected.

INCLUSIVE PRACTICE Making it work for every pupil

- Look at what a child can do, not only how they say it: children new to English may show understanding in play first.
- Children who are Emerging at a checkpoint get a clear plan for the next term, shared with families.
- Pass on what each child knows and still needs to Year 1, not only the EYFS Profile.
- More: inclusive by design and five areas of need.

05

Teaching Assistants

Your guide to supporting learning at Castle

IN THIS SECTION

5.1 Your role at Castle

5.2 In every lesson

5.3 Interventions and keep-up

5.4 Supporting every pupil

Teaching Assistants: our guiding principles



PREPARED

... so that you know the goal, the pupils and the plan before the lesson starts.

LEAST HELP FIRST

... so that pupils do the thinking, and you step in only as much as needed.

BUILDING INDEPENDENCE

... so that every scaffold is planned to come off.

PART OF THE TEAM

... so that teacher and teaching assistant share one plan and talk every day.

LINKED TO THE LESSON

... so that interventions help pupils succeed back in class.

AMBITIOUS FOR ALL

... so that every pupil works towards the same goal as the class.

5.1 Your role at Castle

Supplementing great teaching, never replacing it

Teaching assistants make a real difference at Castle. Your role is to help every pupil access high-quality teaching and become a more **independent learner**. The class teacher is responsible for the learning of every pupil, and the pupils who find learning hardest spend **at least as much time with the teacher** as everyone else. You supplement that teaching: you do not replace it.



Before the lesson

- Know the lesson goal and the key words.
- Know which pupils may find it hard, and why.
- Know the scaffold to start with, and when it comes off.
- [add: how and when teachers share plans with TAs at Castle]



During the lesson

- Use the Castle Routines and gestures, exactly as the teacher does.
- Check what pupils know: Show Me Boards, listening to partner talk.
- Use least help first; move on once a pupil is moving.



After the lesson

- Tell the teacher who got it, who nearly did and who did not.
- Say what helped, and which scaffold can now come off.
- Flag pupils for keep-up or re-teaching tomorrow.

Four things every teaching assistant does at Castle. Expect every pupil to reach the same goal. Let pupils think first. Use the same words, routines and gestures as the teacher. Talk to the teacher about what you saw.

5.2 In every lesson

What you do at each part of a Castle lesson

In this section: Words that keep pupils thinking · Marking and feedback

Part of the lesson	What you do	Avoid
The Castle Routines	Use the same attention cues and gestures: "Team Stop" with one hand raised, "Thinking time" (tap your head), "Turn to your partner" (hands turn in). Help pupils settle quickly.	Talking over the teacher, or using different signals.
Daily review	Watch and listen: note who cannot recall last week, last month or last year's learning, and tell the teacher.	Giving the answers before pupils have tried.
I do: teacher models	Listen to the model too, so you can use the same words and method. Sit near pupils who may need a quiet reminder to focus.	Working with a separate group while the teacher models.
We do: guided practice	Check Show Me Boards and partner talk; spot errors early and tell the teacher, or prompt pupils to check against the model.	Fixing work for pupils: they need to make the correction.
You do: independent practice	Circulate. Use least help first: wait, prompt, clue, model; correct only as a last resort. Give quick live feedback with green and pink.	Sitting with the same pupil all lesson.
End of the lesson	Help pupils review what they learned. Note who needs keep-up tomorrow.	Packing away during the review.

Words that keep pupils thinking

SAY

- "What do you need to do first?"
- "What does the model on the board show you?"
- "Tell me how you got that."
- "Check it against the success criteria. What do you notice?"
- "Have a go, and I'll come back in two minutes."

TRY NOT TO SAY

- "Let me do this bit for you."
- "No, that's wrong." (Ask: "Can you check that step again?")
- "Just copy this."
- "Well done!" with no reason. Say what was good: "You used the word bank to choose a better verb."

Marking and feedback

Teaching assistants give live feedback in lessons, using the Castle marking codes. Use **green** for what has been achieved and **pink** for a next step or correction, written as a question where possible. When you have helped a pupil with a piece of work, write **S** (supported by an adult) so the teacher knows what the pupil did on their own. In Reception, **I** shows independent work.

5.3 Interventions and keep-up

Short, structured and linked back to the classroom

Some pupils need extra teaching to keep up. Interventions work best when they are **well chosen, structured, timed and monitored**, and when pupils use what they learn back in the classroom. Time out of class has a cost, so every intervention must earn it.

Intervention	What it is	Link to the class
RWI keep-up	Short, daily phonics keep-up for pupils who are not yet keeping pace, grouped by stage, not age.	Same sounds, routines and books as the main phonics lesson.
Pre-teaching	Teaching key words or a first step before the lesson, so the pupil can join in fully.	The pupil meets the same words and model in the lesson.
Same-day keep-up	A quick re-teach after the lesson for pupils who did not yet get it.	The pupil starts the next lesson ready.
Language Link and Speech Link (Reception)	Language and speech support for children identified by assessment.	Words practised in provision and on the carpet.
[add: other Castle interventions]	[add: what, who leads it, how often]	[add: how progress is checked]

BEFORE YOU START AN INTERVENTION

- Know the goal and the starting point (from Insight or the teacher).
- Know how long it runs and how progress will be checked.
- Follow the programme as it is written.

WHEN IT ENDS

- Share what the pupil can now do.
- Check the pupil uses it in class, for example in their English book.
- Stop, change or continue, decided with the teacher.

5.4 Supporting every pupil

Same goal, the right support

In this section: Growing as a teaching assistant

Many teaching assistants work closely with pupils with SEND and pupils new to English. Our aim is the same for every pupil: to learn the full curriculum and become as **independent** as possible. Follow each pupil's plan and talk to the class teacher and the SENCo about what is working.

DO

· Use the pupil's agreed strategies and resources every day, as set out in their plan.

· Pre-teach key words with pictures and objects, especially for pupils new to English (EAL).

· Help pupils use word banks, sentence stems and manipulatives on their own.

· Use calm, consistent language and routines to help pupils regulate.

WATCH OUT FOR

· Pupils who wait for an adult before starting.

· Work that is mostly yours, not theirs: use the S code.

· Pupils spending a long time away from the teacher and the class.

· Scaffolds that have stayed too long.

Growing as a teaching assistant

Teaching assistants are part of our **professional development meetings** and are coached in the same Castle Routines and core four as teachers, so support in every class is consistent. [add: Castle TA induction, professional development and appraisal arrangements]

WALKTHRUS TO COACH WITH



Scaffolding: plan the support, then remove it step by step.



Checking for Understanding: find out who has got it before moving on.

Images: Teaching WalkThrus, Tom Sherrington and Oliver Caviglioli (walkthrus.co.uk), used with permission

INCLUSIVE PRACTICE Making it work for every pupil

· Every pupil works towards the same goal as the class; adapt the support, not the goal.

· The pupils who find learning hardest get at least as much time with the teacher as others.

· Record what each pupil did independently, so the next step is accurate.

· More: inclusive by design and five areas of need.

Sources: Education Endowment Foundation, Making Best Use of Teaching Assistants (guidance report, 2025) and Scaffolding framework: Teaching Assistant–pupil interactions; Castle Primary Marking Policy V2.

Evaluating impact and improving

Supportive, low-burden, evidence-informed: how we keep getting better, across every part of this Playbook

When we visit lessons. Visits look at pupils' learning first: what they know, say, write and remember. Seeing a play used is not the goal; the question is whether it helped pupils learn.

- **Evidence-informed improvement:** leaders refine curriculum and teaching using classroom visits and professional conversations, book looks and curriculum reviews, Insight objective-level data, retrieval and elicitation trends, pupil voice and work, and external research.
- **Proportionate monitoring:** learning walks that follow curriculum sequences; conversations with teachers about task design and scaffolding; reviews of reading, writing and retrieval routines; moderation of English and maths; and checking whether keep-up support works.
- **Curriculum evaluation cycles:** every subject has an annual review of sequencing and progression, medium-term plans, end points, subject-specific teaching, the quality of retrieval, modelling and guided practice, and impact on achievement over time.
- **Using Insight:** how well pupils have secured key objectives, which groups need targeted support, where misconceptions recur across cohorts, and whether curriculum changes have worked. Termly reviews set CPD priorities and curriculum refinements.
- **A culture of improvement:** an open-door, collaborative culture where teachers refine practice through coaching, instructional mentoring, professional dialogue on learning walks, shared planning and task review, and evidence-informed professional development meetings.

Credits and sources

WalkThrus images: Teaching WalkThrus, Tom Sherrington and Oliver Caviglioli (walkthrus.co.uk), used with permission through Castle's WalkThrus CPD package. Page layout, step icons and illustrations adapted from the Comleroy Road Public School Instructional Playbook. Rosenshine's Principles of Instruction: Tom Sherrington, teacherhead.com (10 June 2018), diagrams visualised by Oliver Caviglioli. Systematic inclusion: Tom Sherrington, 'Systematic inclusion is literally everyone thinking, talking, practising, learning', teacherhead.com (25 June 2025). Mental simulation guides (Cold Calling, Show Me Boards, Think Pair Share, Modelling Handover: I, We, You, and Short Feedback Loops): Matt Stone, built on Teaching WalkThrus (Sherrington and Caviglioli). Coaching: Tom Sherrington, "10 Lessons learned about instructional coaching within a CPD programme", teacherhead.com (14 May 2023). Read Write Inc. logo: Ruth Miskin Training. Early Years: Castle EYFS Intent, Implementation and Impact statement, EYFS curriculum 2026-27, EYFS checkpoints assessment tracker, Reception Vocabulary Progression Framework, Continuous Provision Progression of Skills and Reception to Year 1 Curriculum Progression map. White Rose Maths logo: White Rose Maths (whiteroseeducation.com). BookWrites logo: BookWrites (bookwrites.co.uk). Task types: Chalk (chalklearning.io). Shared writing: The English Team (theenglishteam.uk). Inclusive teaching: The EEF Guide to Inclusive Teaching, Education Endowment Foundation; teaching assistants and scaffolding: EEF Deployment of Teaching Assistants guidance report and summary of recommendations, EEF Scaffolding framework: Teaching Assistant–pupil interactions (triangle image reproduced from it), and K. Mulholland, "What goes up must come down" (EEF blog); Inclusive Teaching Framework, Ambition Institute (March 2026); Adaptive Teaching Handbook ("Believe – Achieve – Succeed") [add: school or author to credit].