



Russell Street School

# Provision Map 2020/21

## WHOLE SCHOOL QUALITY FIRST TEACHING APPROACHES

<p><b>Restorative approaches are used to promote positive relationships and climate for learning</b></p>	<ul style="list-style-type: none"> <li>○ Positive language role modelled. Language of feelings. Find out – Effects – Responsibility 'Fix It'. Emotion coaching, strategies modeled</li> <li>○ Jigsaw and ISafe curriculum taught</li> </ul>
<p><b>Children learn through a cross-curricular approach. National / EYFS Curriculum are the framework for curricular planning</b></p>	<ul style="list-style-type: none"> <li>○ Skills learnt in the core subjects applied throughout the Foundation subjects. ICT used across the curriculum. High quality displays reflecting the cross-curricular approach. Skills and knowledge mapped across the curriculum to: ensure coverage, links made, learning is reinforced, broad and balanced</li> </ul>
<p><b>Every child has quality reading experiences everyday.</b></p>	<ul style="list-style-type: none"> <li>○ 'Books Talk' used every day through Key Stage 1</li> <li>○ Read Write Inc. phonics approach</li> <li>○ High quality reading schemes and resources used</li> <li>○ High quality library utilised to encourage a love of reading</li> </ul>
<p><b>Pupils' learning is tracked using the Assessing Pupils' Progress model in KS1 and using the EYFSP Development Matters.</b></p>	<ul style="list-style-type: none"> <li>○ Core subjects are tracked each term</li> <li>○ Data used to inform teachers' planning</li> <li>○ Data used to moderate teachers' judgments</li> <li>○ Children with personalised learning plans have specific targets tracked separately and intervention planning, resources and interventions modified in response accordingly</li> </ul>
<p><b>Clear learning objectives for each lesson are set and learning is built upon systematically</b></p>	<ul style="list-style-type: none"> <li>○ 'Maths Mastery' approach used throughout school</li> <li>○ Links make between lessons and knowledge and skills taught represented throughout the school</li> </ul>
<p><b>Curriculum planning differentiated for SEN, More Able and EAL.</b></p>	<ul style="list-style-type: none"> <li>○ Differentiated questioning, activities, resources and adult support</li> <li>○ Mastery approach – key skills and knowledge assessed, reinforced to ensure children keep up</li> </ul>
<p><b>'Assessment for Learning' used to inform future planning.</b></p>	<ul style="list-style-type: none"> <li>○ Peer and self-assessment, use of effective questioning techniques, quality talk – Think, Pair, Share, Adult/teacher modelling. Formative Assessment for learning used each lesson</li> <li>○ Sandwell Maths Test, Specialist Reading assessments, running records and phonics screenings used summative to identify need and provision</li> <li>○ First Assess Communication Tool (FACT) and FACT + used to assess communication and interaction difficulties to identify challenges and strengths, track and problem solve</li> <li>○ Boxall profile used to assess social emotional and mental health to identify challenges and strengths, track and problem solve</li> </ul>
<p><b>'Assessment for Learning' aids children to learn about learning.</b></p>	<ul style="list-style-type: none"> <li>○ Peer and self-assessment, use of effective questioning techniques, quality talk – Think, Pair, Share, Adult/teacher modelling</li> <li>○ <b>Growth mindset language</b> used and displayed across school</li> </ul>

<p><b>Support and additional adults are used effectively to support teaching and learning.</b></p>	<ul style="list-style-type: none"> <li>○ All support staff have copies of plans and timetables</li> <li>○ Support staff use assessments to inform their practice. Teachers ensure that interventions understood and that assessment used to measure their effectiveness. TAs supported by specialist staff and training is regularly used to respond to challenges and needs of children, for example Social Emotional and Mental Health/ Attachment training, ELKLAN training and ASD training</li> </ul>
<p><b>Teaching and learning are interactive.</b></p>	<ul style="list-style-type: none"> <li>○ Smart boards used interactively</li> <li>○ Activities planned to be hands-on and to represent real-life contexts</li> <li>○ Outdoors &amp; other environments used when appropriate</li> <li>○ Speaking and listening activities are included across the curriculum</li> <li>○ Visual timetables displayed in every classroom</li> </ul>
<p><b>Talk supports learning across the curriculum</b></p>	<ul style="list-style-type: none"> <li>○ Emphasis placed upon speaking and listening</li> <li>○ Learning partners / TPS used across the curriculum</li> <li>○ Practical activities planned in both English and Mathematics lessons</li> </ul>
<p><b>The school provides a caring and nurturing atmosphere.</b></p>	<ul style="list-style-type: none"> <li>○ All staff use Leuven Scales to measure well-being and involvement. They adjust planning and routines as appropriate</li> <li>○ Daily circles/check in in each class</li> <li>○ The teachers are available to take messages and consult with parents in the mornings</li> <li>○ Positive relationships fostered between staff and pupils</li> <li>○ All children are warmly welcomed into their classroom in the mornings</li> <li>○ A safe and secure atmosphere established</li> <li>○ Daily class routines displayed on visual timetables. Any deviations explained and discussed with the children at the start of the day</li> <li>○ Lunchtimes organised to ensure high levels of well-being</li> <li>○ In EYFS, there is continuous provision across lunch</li> <li>○ Playground equipment and Trim Trail outside of school encourages physical activity</li> <li>○ Playground equipment to encourage physical activity and interaction</li> </ul>
<p><b>Inclusive</b></p>	<ul style="list-style-type: none"> <li>○ See comprehensive <a href="#">inclusion policy, information report and supporting pupils with medical conditions policy</a></li> <li>○ Visual timetables in every classroom. Individual workstations and safe spaces where required</li> <li>○ Practical equipment / models to support learning</li> <li>○ Sound proofing, integrated receiver</li> <li>○ ICT support (Clicker)</li> <li>○ Support from outside agencies, such as the Teacher of the Deaf, Speech &amp; language Therapy Services and Inclusion and Interaction Team</li> <li>○ School offers training and learning opportunities for parents virtually and in school, for example 'Managing Children's' Anxiety' and 'Parenting Children with Social Communication Difficulties'</li> </ul>

<p><b>Transition programmes implemented to ensure smooth move between year groups, key stages and schools.</b></p>	<ul style="list-style-type: none"> <li>○ Induction into nursery and reception</li> <li>○ Transition between Reception and Year 1 and Year 1 and Year 2 programmes, including class swaps Parent interviews held at the end of the year in readiness for transition to the new class</li> <li>○ Transition from Year 2 to SMSG – assemblies, visits to performance dress rehearsals, use of field, visits</li> </ul>
<p><b>Social, Emotional, Aspects of Learning enables children's social and emotional learning.</b></p>	<ul style="list-style-type: none"> <li>○ 'Value's curriculum – a 'value' a half term, with a weekly whole-class lesson, and themed assembly</li> <li>○ Jigsaw and ISafe curriculum used</li> <li>○ 'Growth mindset', restorative approaches. Supported by daily circles/ check in</li> </ul>
<p><b>Ensuring children's basic physical needs met in order that they can learn.</b></p>	<ul style="list-style-type: none"> <li>○ Active breaks, access to water bottles, fruit snack, comfortable working environment</li> <li>○ COVID- 19 Procedures in place</li> <li>○ Regular hand washing and lessons on importance of personal hygiene</li> </ul>
<p><b>All children are encouraged to be active and understand how this keeps them healthy.</b></p>	<ul style="list-style-type: none"> <li>○ Outdoor learning: Forest Schools, Parks Trust, access to toys and equipment to encourage activity at play times</li> <li>○ PE lessons planned using National Curriculum, sports activity at lunchtimes &amp; clubs after school</li> <li>○ Healthy Schools Week, plus one topic per year with a 'healthy' emphasis taught</li> <li>○ Wide range of outdoor apparatus supported by Sports Premium</li> </ul>
<p><b>The school provides a safe environment for its pupils and staff.</b></p>	<ul style="list-style-type: none"> <li>○ Health and Safety Officer regularly checks site for potential hazards</li> <li>○ Magnetic Door locks secured around school</li> <li>○ Fire Drill and Lock down Procedures rehearsed</li> </ul>
<p><b>Behaviour Policy represented and followed in all classes, including Restorative Approaches.</b></p>	<ul style="list-style-type: none"> <li>○ Children aware of potential positive and negative consequences of their actions. Reminder and 'Thinking Time'</li> <li>○ Children know how to solve their own problems – supported through circles, Jigsaw. ISafe curriculum, modelling of restorative approaches, whole school visuals</li> <li>○ Jigsaw class charters displayed in each classroom</li> <li>○ House point system used and displayed in school</li> </ul>
<p><b>Good behaviour rewarded.</b></p>	<ul style="list-style-type: none"> <li>○ Good behavior praised and referred to as a positive example</li> <li>○ Each class can earn a reward for ticks on their reward chart and earn a class reward</li> <li>○ House point system in school</li> </ul>
<p><b>The school provides an atmosphere in which children can grow to be independent learners.</b></p>	<ul style="list-style-type: none"> <li>○ Resources are well organised and accessible</li> <li>○ Resources for children to use labelled for children to access</li> <li>○ Visual representations used to explain and consolidate understanding of learning concepts</li> </ul>
<p><b>Children are encouraged to share their achievements with their peers.</b></p>	<ul style="list-style-type: none"> <li>○ Daily Circle Time, including 'All about Me' sessions</li> <li>○ Weekly 'Values in Action' reflection assembly and 'Wow' worker of the week is celebrated</li> <li>○ 'Jigsaw' Teaching scheme used</li> </ul>

<p><b>The school places emphasis on its links with the community and local events.</b></p>	<ul style="list-style-type: none"> <li>○ Walks in the local area</li> <li>○ Local topics</li> <li>○ Visitors from the community to talk about themes relating to topics</li> <li>○ Stony in Bloom, visits from local artists, library visits and display</li> <li>○ International Schools Award work</li> <li>○ Visits into the school community</li> <li>○ Forest School</li> </ul>
--------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>EYFS INTERVENTIONS</b>			
<b>INTERVENTION</b>	<b>STAFF/CHILD RATIO</b>	<b>FREQUENCY</b>	<b>EXPECTED OUTCOMES</b>
<p><b>Social, Emotional and Mental Health</b> Draw and Talk Intervention</p>	1:1	20 minutes 1x a week (Frequency adjusted as necessary)	Children more able to regulate their behaviour and emotions, better able to access an academic curriculum and most importantly have higher levels of self-esteem. Measured through formative assessment and qualitative observations.
<p><b>Social, Emotional and Mental Health</b> PALS Social Interaction Support Intervention</p>	1:3	20 minutes 1x per week	Children reducing certain negative behaviours and increasing positive, social interactions. Increased empathy and children's ability to identify feelings and emotions in themselves and other.
<p><b>Speaking and Listening</b> School Start Sound Awareness Intervention</p>	1:3	5 minutes 5 x per week	Increased awareness of phoneme/ grapheme correspondence.
<p><b>Speaking and Listening</b> LIPS Vocabulary Development Intervention</p>	1:4	20 minutes 3x per week	Early intervention to Increase awareness of phonemes and syllables in words. Increase vocabulary retention and use.
<p><b>Motor Skills</b> Teodorescu Perceptuo-Motor Programme</p>	1:3	5 minutes everyday	Improve pencil control and letter formations.

## YEAR 1 INTERVENTIONS

INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	EXPECTED OUTCOMES
<b>Reading</b> Grapheme/ Phoneme Intervention	1:2	15 minutes 3x per week	<ul style="list-style-type: none"> <li>o Increased awareness of phoneme/ grapheme correspondence</li> <li>o Using phase 1 and 2 phonics confidently in class to decode unknown words</li> </ul>
<b>Reading</b> Targeted Reading Intervention	1:1	15 minutes everyday	<ul style="list-style-type: none"> <li>o Increase skills, strategies and confidence in reading</li> <li>o Increase 'Bench Mark' reading level</li> </ul>
<b>Writing</b> Handwriting Intervention	1:7	15 minutes everyday	<ul style="list-style-type: none"> <li>o Improved consistency and formations of letters and numbers</li> <li>o Using cursive formation</li> </ul>
<b>Writing</b> Simple Sentence Intervention	1:4	15 minutes everyday	<ul style="list-style-type: none"> <li>o Using capital letters and full stop in a simple sentence</li> </ul>
<b>Maths</b> Number Intervention	1:4	15 minutes everyday	<ul style="list-style-type: none"> <li>o Counting forwards and backwards in ones to 20</li> <li>o Ordering numbers to 20 and understanding place value</li> <li>o Adding and subtracting numbers within 20</li> </ul>
<b>Speaking and Listening</b> ELKLAN Intervention	1:1	20 minutes 2x per week	<ul style="list-style-type: none"> <li>o Improved speech sounds awareness and production</li> <li>o Increased information and grammar usage in oral production</li> </ul>
<b>Social, Emotional and Mental Health</b> Draw and Talk Intervention	1:1	20 minutes 2x per week (Frequency adjusted as necessary)	<ul style="list-style-type: none"> <li>o Children more able to regulate their behaviour and emotions, better able to access an academic curriculum and most importantly have higher levels of self-esteem. Measured through formative assessment and qualitative observations</li> </ul>
<b>Social, Emotional and Mental Health</b> Protective Behaviours Intervention	1:2	15 minutes 1x per week	<ul style="list-style-type: none"> <li>o Increased recognition of inter-relationship between feelings, thoughts and <b>behaviour</b>. To understand importance in helping people feel safe. Also, to understand what 'Feeling Safe' is and the recognition of early warning signs</li> </ul>

## YEAR 2 INTERVENTIONS

INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	EXPECTED OUTCOMES
<b>Phonics</b> Grapheme/ Phoneme Intervention	1:3	20 minutes everyday	<ul style="list-style-type: none"> <li>○ Increased awareness of phoneme/ grapheme correspondence</li> <li>○ Using phase 3 phonics confidently in class to decode unknown words</li> </ul>
<b>Keywords</b> High Frequency Key Word Intervention	1:3	20 minutes everyday	<ul style="list-style-type: none"> <li>○ Increase the number of high frequency key words read fluently in and out of context</li> </ul>
<b>Reading</b> Specialist Reading Intervention	1:1	30 minutes everyday	<ul style="list-style-type: none"> <li>○ Increase skills, strategies and confidence in reading</li> <li>○ Increase 'Bench Mark' reading level over 20 weeks of instruction</li> </ul>
<b>Reading</b> Better Readers Intervention	1:1	30 minutes 3x per week	<ul style="list-style-type: none"> <li>○ Increase skills, strategies and confidence in reading</li> <li>○ Increase 'Bench Mark' reading level over 10 weeks of instruction</li> </ul>
<b>Maths</b> Numbers Counts Intervention	1:3	30 minutes everyday	<ul style="list-style-type: none"> <li>○ Increase number 'age' by improving knowledge and reasoning skills using the Sandwell assessment</li> </ul>
<b>Writing</b> Sentence Stacking Intervention	1:3	30 minutes 1x per week	<ul style="list-style-type: none"> <li>○ Improving writing confidence, spelling and stamina for writing</li> </ul>
<b>Writing</b> Fine Motor Control Intervention	1:3	15 minutes 3x per week	<ul style="list-style-type: none"> <li>○ Improve pencil control and letter formations</li> </ul>
<b>Speaking and Listening</b> ELKLAN Intervention	1:1	30 minutes 3x per week	<ul style="list-style-type: none"> <li>○ Improved speech sounds awareness and production</li> <li>○ Increased information and grammar usage in oral production</li> </ul>
<b>ICT</b> Clicker Support Intervention	1:1	30 minutes 2x per week	<ul style="list-style-type: none"> <li>○ Increased confidence and ability in using different aspects of Clicker 7 software</li> </ul>
<b>Social, Emotional and Mental Health</b> Draw and Talk Intervention	1:1	20 minutes 1x per week (Frequency adjusted as necessary)	<ul style="list-style-type: none"> <li>○ Children more able to regulate their behaviour and emotions, better able to access an academic curriculum and most importantly have higher levels of self-esteem. Measured through formative assessment and qualitative observations</li> </ul>
<b>Social, Emotional and Mental Health</b> Protective Behaviours Intervention	1:2	15 minutes 1x per week	<ul style="list-style-type: none"> <li>○ Increased recognition of inter-relationship between feelings, thoughts and <b>behaviour</b>. To understand importance in helping people feel safe. Also, to understand what 'Feeling Safe' is and the recognition of early warning signs</li> </ul>