



# **MANLEY PARK**

## PRIMARY SCHOOL

GROWING TOGETHER

### **VISION**

Manley Park: we all belong.

Together, we are committed to all learners being inspired to achieve academic success. We provide learning experiences that are relevant, motivational and challenging. Our curriculum and collaborative learning approaches nurture individual personal growth. Pupils become socially responsible citizens of our community and the world.

### **CURRICULUM INTENT**

Intention one: Our learners will achieve excellent and sustained academic progress.

Intention two: Our learners will develop effective lifelong learning behaviours.

Intention three: Our learners will be supported to think critically and creatively.

Intention four: Our learners will become well informed and responsible citizens.

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## **Adaptations**

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## **Whole school adaptations**

Across school, we apply consistent pedagogical adaptations to support pupils to access learning. Our in-class adaptations are identifiable as either 'what,' 'how' or 'where' adaptations.

*What adaptations* - adjustments and adaptations to the materials and resources available to students to access the intended skills and knowledge being learnt. For example: spell checkers, vocabulary vaults, visual resources, auditory resources, manipulatives, sound buttons, technology, picture exchange communication systems and offering multicultural materials.

*How adaptations* - adjustments and adaptations to how knowledge and skills are delivered/how students can display knowledge and skills in their work. For example: questioning, CPA approach, challenge tasks, Tiered activities, time allowed, interest centres (EYFS), graphic organisers, peer support, scaffolds, working alone, working in small groups, how pupils can present their work, adapted success criteria

*Where adaptations* - adjustments and adaptations to the organisation and atmosphere of the learning environment. For example: creating places in the room where students can work quietly without distraction whilst also providing areas where students can work together, offering a multicultural environment, developing procedures for students to get help when they are working with other students and developing a culture where pupils challenge themselves at all times based on the systems available to them.

## **English - Evidence informed subject specific adaptations**

### *Challenge in Reading*

We link challenge in reading to our seven question types. Pupils can challenge themselves with how they demonstrate their understanding of vocabulary, how they retrieve information from the text, how they infer based on clues from the text, how they predict based on what happens in the text, how they summarise what they have read, how they show their understanding of how the text is organised and how they compare texts. Further information is available in the Reading Pedagogy document.

### *When Reading is Hard*

To support pupils who find reading hard, we look at issues and barriers that prevent them making progress. We then select the appropriate learning support for them. For reading in particular, this learning support is likely to take place in group or one-to-one work, due to the abstract nature of the task and the necessity to hear individual readers. A list of barriers and how these might be overcome are available in the Reading Pedagogy document.

### *Challenge in Writing*

To challenge pupils in writing, we invite them to 'Deepen the Moment'. They can do this in a variety of ways, including: 'inside out', 'higher-order cohesion', 'author echoes', 'complex sentences' and 'in-role drama'. Pupils can also select different 'lenses' or 'sentence types' that are not the focus of the lesson, applying these to show their independent knowledge of a variety of writer tools. All pupils undertake 'pause points', using specific colours to demarcate grammatical features of the text. This informs the next stage of their writing (e.g. they realise that they are missing conjunctions and then go on to add more examples to join clauses. Further information is available in the Writing Pedagogy and Spelling Pedagogy documents.

### *When Writing is Hard*

To support pupils who find writing hard, we look at issues and barriers that prevent them making progress. As speaking and listening, reading and writing go hand in hand, we look at any spoken language or reading barriers that might be preventing progress in writing (see above). In addition, we support writers through our 'low floor, high ceiling' approach to our writing within an English unit. Our vocabulary vaulting, demonstration writing and sharing of good examples all support pupils, 'holding their hand through the writing process'. The independent write follows a set sequence, reducing cognitive load and providing a clear, child-generated plan and success criteria to support. For spelling, we use the seven spelling strategies for pupils to 'lean on' before, during and after the writing process. In addition, we identify specific barriers and how we can overcome these. Further information is available in the Spelling Pedagogy Document.

## **STEM**

### **Science - Evidence informed subject specific adaptations**

To deepen pupils understanding of the concepts about which they are learning, pupils will be encouraged to consider the following actions:

- Draw a diagram
- Explain it to a peer
- Write a note to an absent friend (Write about the key elements of the concept or likely misconceptions.)
- Build a model
- Make it harder (What could you change about the problem/activity to make it more complex?)
- What else do you know? (What related knowledge and skills can you infer/develop because of those that you have learnt?)

To support the understanding of pupils who are falling behind, the following will be actioned:

- Concrete, Pictorial, Abstract approach
- Visual Support (High quality scaffolds)
- Provide processing time (Do one task, really well. For example, those who need it will have longer to complete one task to secure the relevant knowledge/skills)

- Space and time to talk and work with friends. (Don't get to a point of over explanation from a teacher - it's proven not to work)
- Structured Learning (Engage, explore, explain, elaborate, evaluate)
- Spiral approach (Small steps that build connections)

### **Design and Technology - Evidence informed subject specific adaptations**

To deepen pupils understanding of the concepts about which they are learning, pupils will be encouraged to consider the following actions:

- Draw a diagram
- Explain it to a peer
- Write a note to an absent friend (Write about the key elements of the concept or likely misconceptions.)
- Build a model
- Make it harder (What could you change about the problem/activity to make it more complex?)
- What else do you know? (What related knowledge and skills can you infer/develop because of those that you have learnt?)

To support the understanding of pupils who are falling behind, the following will be actioned:

- Concrete, Pictorial, Abstract approach
- Visual Support (High quality scaffolds)
- Provide processing time (Do one task, really well. For example, those who need it will have longer to complete one task to secure the relevant knowledge/skills)
- Space and time to talk and work with friends. (Don't get to a point of over explanation from a teacher - it's proven not to work)
- Structured Learning (Research using images, words and models, design, make with a variety of material and techniques, written or oral evaluation.)
- Spiral approach (Small steps that build connections)

### **Computing - Evidence informed subject specific adaptations**

To deepen pupils understanding of the concepts about which they are learning, pupils will be encouraged to consider the following actions:

- Draw a diagram
- Explain it to a peer
- Write a note to an absent friend (Write about the key elements of the concept or likely misconceptions.)
- Build a model
- Make it harder (What could you change about the problem/activity to make it more complex?)
- What else do you know? (What related knowledge and skills can you infer/develop because of those that you have learnt?)

To support the understanding of pupils who are falling behind, the following will be actioned:

- Concrete, Pictorial, Abstract approach
- Visual Support (High quality scaffolds)
- Provide processing time (Do one task, really well. For example, those who need it will have longer to complete one task to secure the relevant knowledge/skills)
- Space and time to talk and work with friends. (Don't get to a point of over explanation from a teacher - it's proven not to work)
- Structured Learning

Spiral approach (Small steps that build connections) more accessible.

### **Maths - Evidence informed subject specific adaptations**

To deepen pupils understanding of the concepts about which they are learning, pupils will be encouraged to consider the following actions:

- Draw a diagram
- Explain it to a peer
- Write a note to an absent friend (Write about the key elements of the concept or likely misconceptions.)
- Build a model
- Make it harder (What could you change about the problem/activity to make it more complex?)
- What else do you know? (What related knowledge and skills can you infer/develop because of those that you have learnt?)

'What else do you know?' or 'What else can you find out?' provides high attaining pupils with the chance to stretch their understanding through looking for patterns, links and rules. It also means that pupils can 'self-scaffold' to higher level content should they choose, although this should never be done for them by the class teacher. Teachers will also plan and provide questions that deepen understanding of the concept that is being explored.

The use of mastery with greater depth documents for all year groups; alpha, beta and gamma activities from maths no problem; and white rose content for Y2 and Y6 help to provide additional challenge within the year group curriculum.

To support the understanding of pupils who are falling behind, the following will be actioned:

- Concrete, Pictorial, Abstract approach
- Visual Support (High quality scaffolds, such as those found in the Maths No Problem! textbooks)
- Provide processing time (Do one task, really well. For example, those who need it, do an anchor task for 30 minutes)
- Space and time to talk and work with friends. (Don't get to a point of over explanation from a teacher - it's proven not to work)
- Structured Learning (Explore task, pupil-teacher dialogue, textbook analysis, journalling, guided practice, independent practice)
- Spiral approach (Small steps that build connections)

**Maths no problem provides examples of adaptations for learners in every lesson, during both guided and independent episodes.**

**Mastering Number enables children to develop fluency in number facts at an early age.**

## **Humanities**

### **History - Evidence informed subject specific adaptations**

To deepen pupils understanding of the concepts about which they are learning, pupils will be encouraged to consider the following actions:

- Ask a research question (linked to skills) Pupils will be challenged to ask and research their own questions about the past to deepen their understanding of the concepts or topics explored.
- Where else might this be true? (linked to skills) Pupils will be encouraged to make links to other areas of learning, for example exploring where else in History might a concept be true.
- What else do you know? (linked to knowledge and skills) Pupils will be encouraged to explain what else they know from what they have explored and complete subject-specific challenges to deepen their understanding further.

P.4.C. resources will be included within sessions to develop pupil's reasoning about History and enable them to show mastery in their understanding of concepts.

To support the understanding of pupils who are falling behind, the following will be actioned:

- Teaching will draw attention to important content and terms, and frequently revisit these and build in regular retrieval opportunities, supporting the secure retention that will unlock rapid later recognition of these terms.
- Exposition will be clear and build on pupils' prior knowledge.
- Teaching will use narrative, story and rich historical contexts to support learning of new material.
- Pupils will be given key vocabulary relevant to the task to support them and, if possible a display will be provided to allow children to see previous learning and be able to make links to their learning.
- Low floor, high ceiling tasks may be provided to allow success for all at each developmental level.
- Open ended tasks may be provided to allow exploration in different ways to further support all learners being able to access the curriculum.
- Pictorial resources, including photographs, diagrams or pictures may be used where text may be challenging or to accompany text to support cognition.
- Tasks may be adapted to enable children to show evidence of the lesson objectives, for example, completing a Venn diagram to compare and contrast events, where other children may be challenged to write their comparison.

### **Geography - Evidence informed subject specific adaptations**

To deepen pupils understanding of the concepts about which they are learning, pupils will be encouraged to consider the following actions:

- Ask a research question (linked to skills)

- Where else might this be true? (linked to skills)
- What else do you know? (linked to knowledge and skills)

To support the understanding of pupils who are falling behind, the following will be actioned:

- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult. These may be smaller 'steps' than those taken by other pupils.
- Teachers will be alert to the specific gaps in knowledge that some pupils may have so that they can prioritise the concepts that are most fundamental to future learning.
- Teaching assistants will be well briefed in the geography that is to be learned and the approaches taken. The subject co-ordinator and SENDCo will support them in their role.
- Classroom resources and fieldwork will be adjusted as required to ensure that all pupils can access the intended outcome..

### **RE - Evidence informed subject specific adaptations**

To deepen pupils understanding of the concepts about which they are learning, pupils will be encouraged to consider the following actions:

- Ask a research question (linked to skills)
- Where else might this be true? (linked to skills)
- What else do you know? (linked to knowledge and skills)

Pupils are challenged to discover the underlying messages of the teaching behind religious traditions, stories, artefacts and ceremonies.

To support the understanding of pupils who are falling behind, the following will be actioned:

- setting common tasks which are open-ended and can have a variety of responses.
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks).
- providing resources of different complexity, adapted to the current attainment of the child.
- using additional adults to support the work of individuals or groups of children.
- using working walls as a visual aid to consolidate knowledge.
- Providing sentence stems and vocabulary tables.

### **PSHE - Evidence informed subject specific adaptations**

To deepen pupils understanding of the concepts about which they are learning, pupils will be encouraged to consider the following actions:

- Apply the knowledge and skills that have been learnt into real life situations or similar scenarios
- Reflect on what the intended learning outcome means in the context of their own lives

To support the understanding of pupils who are falling behind, the following will be actioned:

- Understanding will be developed through a multi-sensory approach, for example: the use of stories, peer discussion, pictures, drama and written reflections.
- A climate of trust will be created where children feel confident to ask questions.

## **The Arts**

### **Art and Design - Evidence informed subject specific adaptations**

To deepen pupils understanding of the concepts about which they are learning, pupils will be encouraged to consider the following actions:

- Change the variable to achieve the same outcome.
- Assess the impact of changing the variable on the art form

To support the understanding of pupils who are falling behind, the following will be actioned:

- breaking down tasks
- reducing the burden on working memory
- the use of appropriate supportive routines
- combining learning modes to enhance clarity/accessibility
- adapting materials to ensure a good but achievable level of challenge.
- high levels of guidance for novices, remembering that pupils in every key stage are sometimes novices, with increasing freedom as pupils gain greater competence.

### **Music - informed subject specific adaptations**

To deepen pupils understanding of the concepts about which they are learning, pupils will be encouraged to consider the following actions:

- Change the variable to achieve the same outcome.
- Assess the impact of changing the variable on the art form

To support the understanding of pupils who are falling behind, the following will be actioned:

- breaking down tasks
- reducing the burden on working memory
- the use of appropriate supportive routines
- combining learning modes to enhance clarity/accessibility
- adapting materials to ensure a good but achievable level of challenge.
- high levels of guidance for novices, remembering that pupils in every key stage are sometimes novices, with increasing freedom as pupils gain greater competence.

## **Languages**

### **Spanish - Evidence informed subject specific adaptations**

To deepen pupils understanding and application of the skills and concepts about which they are learning, pupils will be encouraged to consider the following actions:

- Analyse language and pick up more language incidentally through recasting errors, teachers' use of target language or engaging in authentic materials.

To support the understanding and application skills and concepts of pupils who are falling behind, the following will be actioned:

- Teachers' use of the target language is carefully planned, is tailored to pupils' language ability levels and builds systematically on pupils' prior knowledge.
- Pupils will be given the opportunity to practise using the target language, including helping them to apply their knowledge in an unscripted way, which may be slower and more error-prone than planned speech.
- Pupils will not be exposed to large amounts of unfamiliar language. Any authentic texts are well chosen for their linguistic content and level.
- Error correction is explicit where the focus is on accuracy: pupils are prompted that there has been an error and their own correction is elicited, focussing on a single, specific aspect of the curriculum at a given time.

### **PE - Evidence informed subject specific adaptations**

To deepen pupils understanding and application of the skills and concepts about which they are learning, pupils will be encouraged to consider the following actions:

- Enhance their own application of the skills that they have learnt by attempting more complex levels of the activity.

To support the understanding and application skills and concepts of pupils who are falling behind, the following will be actioned:

- Adjustments made to space (for example a bigger or smaller playing area.)
- Adjustments made to time (more or less time to complete a task.)
- Adjustments made to task (individualising tasks to reflect student needs.)
- Adjustments made to equipment (different or modified equipment to help all students experience success and access learning.)

- Adjustments made to how groups of pupils are formed for games or practising of skills.

We provide opportunities for pupils to engage in physical education in both competitive and non-competitive settings. There are various leadership and officiating skills taught throughout the curriculum to develop personal and social skills but to also show ways of being involved with sport and physical education without playing.