



PREDICTABILITY & ADAPTIVE TEACHING DESTINATION:

Proud to belong - Where we want to be



INCLUSIVE & ADAPTIVE TEACHING



- Teaching is inclusive; SEND and underserved students remain in class
- Learning is checked frequently; adaptations are agile and responsive
- Adaptive scaffolding aligned with EEF guide to inclusive teaching

KNOWING OUR STUDENTS

- Classroom strategies rooted in deep knowledge of students' strengths, needs, background and relationships resulting in inclusive learning environments.
- Seating and grouping is dynamic and deliberate to maximise learning for all

FOCUS, ENGAGEMENT & LEARNING OUTCOMES

- We raise the bar, stretch and challenge learners showing ambition for excellence in all student work
- Student work shows **PRIDE** (Participation, Rigour, Independence, Development, Excellence)
- Participation is 100%: Students are consistently engaged and actively participate in learning,
- Every student is in the classroom experiencing high-quality teaching

READING & LITERACY

- Every student, especially struggling readers, confidently accesses & understands the full curriculum through research-informed reading practices
- MAPS: **M**odel, **A**ctively discuss, **P**ractice, **S**ee in Context
- Comprehension, vocabulary and written responses evident across subjects



CORE CLASSROOM ROUTINES

- **I do, we do, you do.** Structured and supported development of independent learning
- **SLANT.** Students consistently demonstrate focus and excellent habits of attention
- **I say, you say.** Consistent use of call and response to reinforce key learning
- **Turn & Talk.** Structured peer discussion embedded in lessons
- **Green/Red Cards.** Visual system of quick checks and feedback for responsive teaching
- **MWBs.** All student response systems used routinely to check understanding
- **SHAPE.** Students practise articulating their thinking clearly and in full sentences

Daily Routines & Readiness

- Well established routines maximise lesson time and support high-quality learning
- Staff share codified strategies and language: attention to detail matters
- Staff respond dynamically to support learning of students in all lessons
- Movement between lessons is calm, controlled and purposeful

All components of our destination apply across the key stages, including KS5. While there are some adaptations, the destination is the same.



PREDICTABILITY & ACCOUNTABILITY

- Consequences are predictable & understood by all stakeholders
- Students respond to instructions first time every time
- Incorrect behaviour corrected immediately, via repeat or reset
- SEND students have tailored strategies for reflection & accountability

STRENGTHENING RELATIONSHIPS, REINTEGRATION & SUPPORT

- All students are supported to re-engage successfully with learning
- Students build positive personal narratives
- Expectations, routines & consequences are explicitly taught & practiced
- Staff proactively support students to meet expectations, recognising individual needs
- Clear roles in reintegration spaces (Bridge, LD, Maple)
- Emotion coaching & restorative practices embedded in all staff practice
- Clear process for responding to, recording and tracking child on child
- **RESPECT** ensures positive and respectful interactions

STUDENT LEADERSHIP

- All students not only have opportunity to lead, but are trained and supported to succeed as leaders.
- Students aspire to lead and role model as members of the sixth form community

BEYOND THE CLASSROOM

- All students access home learning and seek support confidently
- All students participate more fully in school beyond the classroom in extra-curricular clubs and trips