



## Ladywood Primary School

### Fundamental Foundations

Our Teaching and Learning Policy uses the principles established from evidence-based research and cognitive science to enable practitioners to be effective teachers. Our approach to learning is best described as 'I do, we do, you do,' involving teacher modelling, guided practice before independent activities.

Alongside this policy we prioritise the **fundamental foundations** which are the building blocks for future learning. Whilst there is a strong focus on these foundations in early years and KS1, we continue to implement them throughout KS2 to support our children to be confident, enthusiastic, confident, curious, articulate and respectful learners.

#### Fundamental foundations

- **Communication and oracy** are fundamental to academic success. They link spoken language to reading and writing and enable children to develop the higher order cognitive skills of thinking and explaining.
- **Reading** underpins all learning by strengthening brain connectivity, improving memory, exposing children to experiences beyond their lived life and broadening their knowledge base.
- **Writing** is a vital skill for personal success. It acts as a powerful means of self-expression. Handwriting practice and spelling accuracy are essential to writing fluency, confidence and stamina.
- **Maths** is a core life skill essential. Fluency in maths ensures pupils have the cognitive capacity for reasoning and problem solving.
- **Physical** - together gross and fine motor skills foster independence and self-esteem. Gross motor skills build strength while fine motor skills enable precision for tasks such as writing and self-care.
- **Executive functioning** is essential to manage attention, emotional regulation and decision making.
- **Learning characteristics** define how individuals learn rather than what they learn fostering engagement, resilience, curiosity and co-operation.

<u>Fundamental Foundations</u>	<u>How will you see these foundations in practice within classrooms?</u>
<p><u>Communication and Language/Oracy</u></p> <ul style="list-style-type: none"> <li>• Consistent standards and expectations</li> <li>• Manners</li> <li>• Oral modelling of sentence structures</li> <li>• Practicing speaking in coherent sentences</li> <li>• Repeated reading of stories and poems</li> <li>• Tier 2 vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Team stop signal, MTYT, TTYP, no hands up.</li> <li>• Teachers wait to ensure everyone is listening.</li> <li>• Teachers model new vocabulary and definitions</li> <li>• Sentence stems are used and modelled</li> <li>• Opportunities to develop oracy in every lesson</li> </ul>
<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• RWInc delivered consistently with fidelity</li> <li>• Whole Class Read sequence delivered consistently following RWInc.</li> <li>• Books and texts drive the curriculum and develop oracy and comprehension.</li> <li>• New Tier 2 vocabulary taught specifically.</li> <li>• Enjoyment of stories - reading for pleasure</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching for RWInc practitioners delivered by Reading Lead to ensure consistency and quality assure</li> <li>• Spotlight pupils seated near teacher - magnet eyes and listening ears embedded</li> <li>• Team stop, MTYT, TTYP embedded.</li> <li>• Focus on 'keep up' not 'catch up.'</li> <li>• 1:1 tutoring in place</li> <li>• Regular assessment of target pupils</li> <li>• Talk through Stories embedded in EYFS and KS1</li> <li>• Tier 2 and 3 vocabulary is identified and taught explicitly</li> <li>• Whole Class reading ensures fluency and prosody are modelled by teachers and rehearsed by children.</li> <li>• Oracy and partner talk in response to teacher questioning supports pupils to 'lock in' key evidence.</li> <li>• Story time for enjoyment occurs in all classes daily.</li> </ul>

	<ul style="list-style-type: none"> <li>• Opportunities to utilise books and texts sought in every lesson.</li> </ul>
<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Correct posture, pencil grip and seating position for writing</li> <li>• Correct letter and number formation</li> <li>• Consistent handwriting expectations</li> <li>• Writing stamina and automaticity</li> </ul>	<ul style="list-style-type: none"> <li>• High expectations and reminders for correct posture, pencil grip and seating position given by all adults.</li> <li>• Handwriting practice</li> <li>• Prompt to support pupils ie letter/number formation cards and adult modelling at start of a task.</li> <li>• Modelled and dictated sentences to develop writing stamina, automaticity and GPS accuracy</li> <li>• Spelling instruction is timetabled each within each class</li> </ul>
<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>• Correct number formation</li> <li>• Knowledge of number bonds</li> <li>• Knowledge of times tables</li> <li>• Consistent standards for presentation and recording</li> <li>• Pupils specifically taught mathematical vocabulary.</li> <li>• Manipulative used effectively</li> <li>• Stem sentences used for explanations</li> </ul>	<ul style="list-style-type: none"> <li>• Rapid recall of mathematical facts swiftly to aid calculations</li> <li>• Oracy in maths promoted using Mastering Maths in EYFS, KS1, Y4 and Y5</li> <li>• Use of manipulatives and planned opportunities enabling pupils to explain and demonstrate mathematical understanding and problem solving</li> <li>• Sufficiently challenging activities for all pupils.</li> <li>• Adapted NCETM/Oak lessons to match the learning intention required for pupil next steps.</li> <li>• Scaffolds provided and removed as required.</li> </ul>

**Physical**

- Development of gross and fine motor skills so that they are consistent and controlled
- Consistent and regular opportunities to develop locomotor skills (running and jumping), stability (balance and co-ordination) and manipulative skills (throwing, catching, staking and threading).
- Adaptions - the use of stretch bands, pencil grips, dough practice, elastic bands, marbles, tweezers, etc as required to develop motor skills.
- Tykes Mini and Mighty Movers as appropriate.
- Opportunities to play, explore and create with a range of tools and materials is paint, dough, clay, brushes (variety of shapes and sizes), glue sticks, scissors, construction blocks (variety of sizes) etc

**Executive functioning**

- Developing memory skills
- Promotion of thinking and problem-solving skills
- Building resilience and self-regulation
- Careful thought and consideration to cognitive load
- Specific lessons employing teacher modelling, guided practice and independent opportunities - ie 'I do, we do, you do.'
- Talk for learning - oracy and thinking out loud, partner talk strategies.
- Revisit, review and repeat learning as necessary.
- Use of knowledge organisers, hooks and visuals.
- Open-ended problem-solving tasks.

	<ul style="list-style-type: none"> <li>• Opportunities to explore and overcome barriers and difficulties.</li> <li>• Quizzes, test and challenges.</li> <li>• Incredible Me! as required</li> </ul>
<p><b><u>Learning characteristics</u></b></p> <ul style="list-style-type: none"> <li>• Embedding Ladywood's core values to succeed</li> <li>• <b>Enthusiasm</b> and <b>curiosity</b> to be inquisitive, explore and have a go at all tasks</li> <li>• <b>Resilience</b> and <b>confidence</b> to believe in oneself, try ones best and not give up</li> <li>• Problem solving and work co-operatively showing <b>respect</b> and demonstrating carefully <b>articulation</b> to explain what they have learnt/discovered.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and lessons to illustrate evidence of opportunities to develop Ladywood's Core Values.</li> <li>• Think, Prepare, Partner Share approaches.</li> <li>• Positive relationships, between adults and children and, children and children, to overcome difficulties and challenges.</li> <li>• Always awards - for children demonstrating Ladywood's Core Values consistently</li> <li>• Special Mentions for pupils recognised for weekly successes</li> <li>• Class reward systems</li> <li>• Behaviour reward systems</li> <li>• Attendance reward systems</li> </ul>

Written by Clare Grainger-Roystone following staff meeting discussion 22.04.26