Golden Valley Primary School

Universal Provision 2026-2027

High quality adaptive teaching

- Children are provided with a broad and balanced curriculum in an environment that allows every child to flourish
- Learning is delivered through unambiguous instruction with clear explanations and high-quality modelling to ensure that children are ready to learn independently
- Teaching and learning in the school is carefully planned and delivered to ensure that children's cognitive load is managed
- Teachers use subject expertise and a strong understanding of pedagogy to ensure learning is pacy and challenging
- Teachers / support staff model metacognition strategies e.g., shared writing, mathematical calculation process, reading aloud
- Teaching strategies that consider difficulties with language and communication needs as well as social understanding
- Support is provided for children whose learning needs to be scaffolded. e.g., number lines, GPC cards, word banks etc. enabling them to gain the skills to become confident independent learners
- Flexible groups within the class are created in response to AFL so that the teacher can pitch learning for each pupil.
- Technology is used to support pupils, where needed to learn well e.g. use of a laptop for recording learning.
- Carefully planned support - Where appropriate the teacher / TAs use supportive strategies for pupils with poor executive function.
- Visuals support learning e.g., checklists, now and next tasks, chunking/ blocking of information
- Discussion through talk partners used effectively so all pupils are supported
- Up to date, strong and appropriate CPD provided to all staff

Classroom Environment

- Careful seating plans taking into account the needs of all children specific to the classroom environment.
- A learning environment that is decluttered and inviting for children
- Use of visual timetables are embedded across classrooms
- Use of Widgit to support learning and reduce cognitive load

Behaviour and Wellbeing

- All staff have the highest quality relationships with pupils built on mutual respect
- A clear awareness and culture for supporting and promoting positive mental health and wellbeing
- All staff demonstrate the six principles of nurture in every interaction with children.
- Clear whole school behaviour policy
- Consistent use of rewards and sanctions
- A range of opportunities for social and emotional development E.g., social support groups, buddy bench, Talkabout for Children
- Learning Mentor Support
- Staff effectively use social stories and comic strip conversations to support children's understanding of past and future social situations.
- Lunch clubs e.g. gardening club, chill zone, board games
- Enhanced transition opportunities
- Use PACE as a trauma informed approach for supporting pupils