THE BLUE SCHOOL

CHURCH OF ENGLAND

Core Pedagogy

Every child known. Every child included. Every child thriving.

"Whatever you do in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him."

Colossians 3:17

School	The Blue School, Church of England Primary School
Local authority	London Borough of Hounslow
Revised	October 2026
Approval	Draft for Governing Body approval.
Next review	Autumn 2028

Hope	Dignity	Wisdom	Community

How we teach at The Blue School

Our core pedagogy explained for families

At The Blue School, every child belongs, and we teach with the conviction that every child can achieve. We know our children well, build trusting relationships and adapt our teaching so that each child can learn, contribute and flourish.

Core pedagogy means the teaching approaches we share across the school. This guide explains what your child can expect in lessons, how we respond when learning is difficult and how we work with you to support progress.

An inclusive education for every child

Our universal offer is the teaching and support available to all children as part of everyday school life. Some children also need additional or specialist support. These approaches work together, with the class teacher continuing to teach, guide and give feedback to every child.

Special educational needs and disabilities are often shortened to SEND. We use SEN when referring specifically to special educational needs, including in our attainment figures. A child's needs help us understand the support to provide. We continue to look for their strengths and possibilities.

Talk with us

If something is affecting your child's learning or experience of school, please speak with their class teacher. You can also ask the school office to put you in touch with our Special Educational Needs and Disabilities Coordinator, known as the SENDCo. We welcome your questions and what you can tell us about your child.

Please ask if a conversation, a different format or support with language would make this information easier to understand.

Finding the information you need

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Our vision in everyday practice

Our Christian vision speaks to “Nurturing wisdom, hope and dignity in everyone, to build a Christian community”. It is rooted in Colossians 3:17 and shapes how we teach, care for one another and make decisions.

We welcome children and families of all faiths and those with no religious belief. Our commitment includes children with disabilities, those with identified special educational needs and those whose needs are still being understood. We listen to each family’s circumstances, including language, health, financial pressures or experiences that may affect learning and wellbeing.

Our value	What adults do	What this means for your child
Hope	Notice strengths, set ambitious next steps and help children see their progress.	Someone believes in me and helps me work towards what comes next.
Dignity	Listen, respect different ways of communicating and provide support sensitively.	I am understood and can ask for help without embarrassment.
Wisdom	Use knowledge of the child, careful assessment and professional advice to improve teaching.	My teacher knows what I need to learn and how to help me.
Community	Plan opportunities for children to contribute, develop friendships and take part.	I have a place in my class and something valuable to offer.

Belonging is part of learning

We want children to have trusted adults, feel recognised by their peers and have a meaningful part in school life. We listen through conversation, pictures, signs, communication systems and careful observation. We pay attention to children who find it difficult to tell us when something is wrong.

Achievement includes growing knowledge and skill, greater independence and being able to communicate an idea or need. We teach towards age related expectations and greater depth where appropriate. For children learning earlier skills, we identify worthwhile, ambitious next steps and keep them connected with the life and learning of their class.

Our universal classroom offer

Every child should receive clear teaching, respectful relationships and support that helps them take part. The table below explains the everyday provision families can expect. We adjust how it is used to suit children's ages and needs.

What your child can expect	What this looks like	Why it helps
A welcoming start	A familiar greeting, an understandable routine and help to begin when needed.	Children know where to go, what happens next and who can help.
Clear communication	Manageable instructions, taught vocabulary, thinking time and useful pictures or objects.	Children can understand the task and communicate their ideas.
Carefully explained learning	Teachers explain in steps, demonstrate, check understanding and give helpful feedback.	Children know what they are learning and can build on it.
Accessible resources	Readable materials, practical equipment and agreed communication or recording tools.	Children can use the learning materials and show what they know.
Emotional and sensory support	Predictable transitions, sensitive adult responses and adjustments for individual needs.	Children can communicate discomfort and receive support to stay involved.
Active participation	Opportunities to answer, cooperate, choose and contribute in suitable ways.	Every child has a meaningful part in the class.
Growing independence	Time to think, useful prompts and teaching about how and when to use support.	Children take increasing responsibility for their learning.

Everyday teaching and additional support work together

The Education Endowment Foundation, known as the EEF, brings together research about teaching. Its inclusive teaching guidance connects strong everyday teaching with adaptations and additional support for children who need them. We use both when planning for our pupils.

For example, a teacher may give the whole class a clear explanation and a visual model. One child may also need key words introduced beforehand or a communication aid to respond. We check whether the support helps that child understand and learn.

Our offer continues through playtimes, lunch, worship and transitions. Adults share the information that helps children feel understood and take part throughout the day.

Our shared teaching cycle

Explain, Model, Check, Adapt and Practise describes how we respond to children as they learn. Teachers move between these actions as needed and return to learning over time.



Our school teaching cycle. The next page explains each action in everyday language.

An accessible starting point gives every child a way into learning. Appropriate challenge helps each child take the next step. Independence can include using resources, communication aids and support confidently.

How our teaching removes barriers

	**Explain so children understand** We connect new learning with what children already know. Teachers introduce important words, break explanations into manageable steps and use examples that make the meaning clear. A picture or practical object may help a child understand unfamiliar language.
	**Model how to approach the learning** Teachers show a method and talk through useful thinking. They might demonstrate how to build a sentence, solve a calculation or read an unfamiliar word. Children see the steps and have an example to return to.
	**Check what each child understands** We use questions, short tasks, practical demonstrations and children's responses. Children may speak, point, write, use objects or communicate through an aid. Teachers use these responses to decide what to teach next.
	**Adapt when a child needs a different approach** Teachers may clarify a word, use a different example, teach an earlier step, change a resource or give more guided practice. They also increase challenge when a child is ready. The aim is for the child to think about and understand the intended learning.
	**Practise so learning becomes secure** Children practise with guidance and increasing independence. Teachers give feedback, revisit learning after a gap and check whether children can use it in another example or situation. Successful practice helps children remember and apply what they have learned.

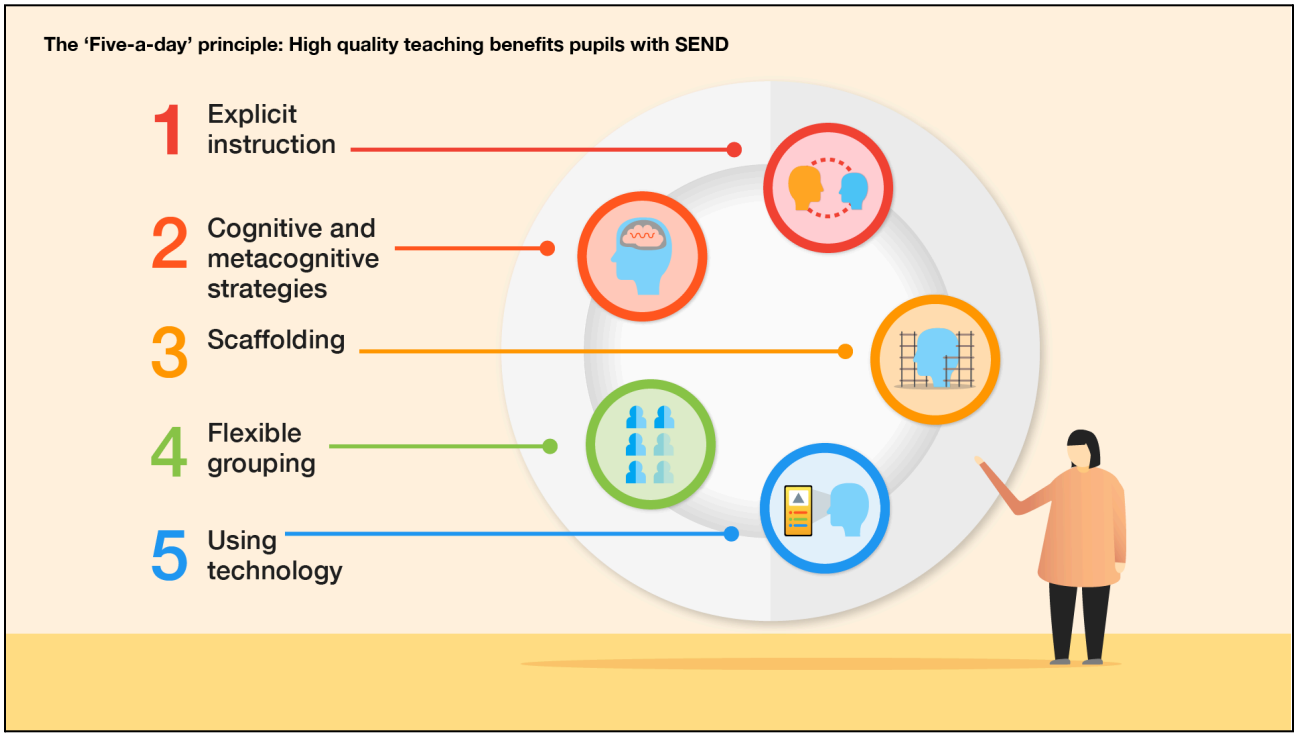
An example in mathematics

In a lesson about equivalent fractions, the teacher uses fraction strips to show why two quarters cover the same amount as one half. Children make or show another example. Their responses help the teacher identify who needs another explanation or more practice with equal parts. Later, children return to the idea using different fractions.

A child can explain through speech, symbols or practical materials. The teacher checks the mathematical understanding and plans the next step from that evidence.

The Education Endowment Foundation (EEF) five a day approaches

The EEF identifies five approaches that can help teachers support pupils with SEND. Staff choose and combine them according to the learning and the child's needs.



EEF five a day diagram reproduced unchanged from the Education Endowment Foundation

Explicit instruction means explaining and demonstrating learning clearly, then guiding practice and checking understanding.

Cognitive and metacognitive strategies help children learn a useful approach and decide when to use it. For example, a child learns to reread a sentence when its meaning is unclear.

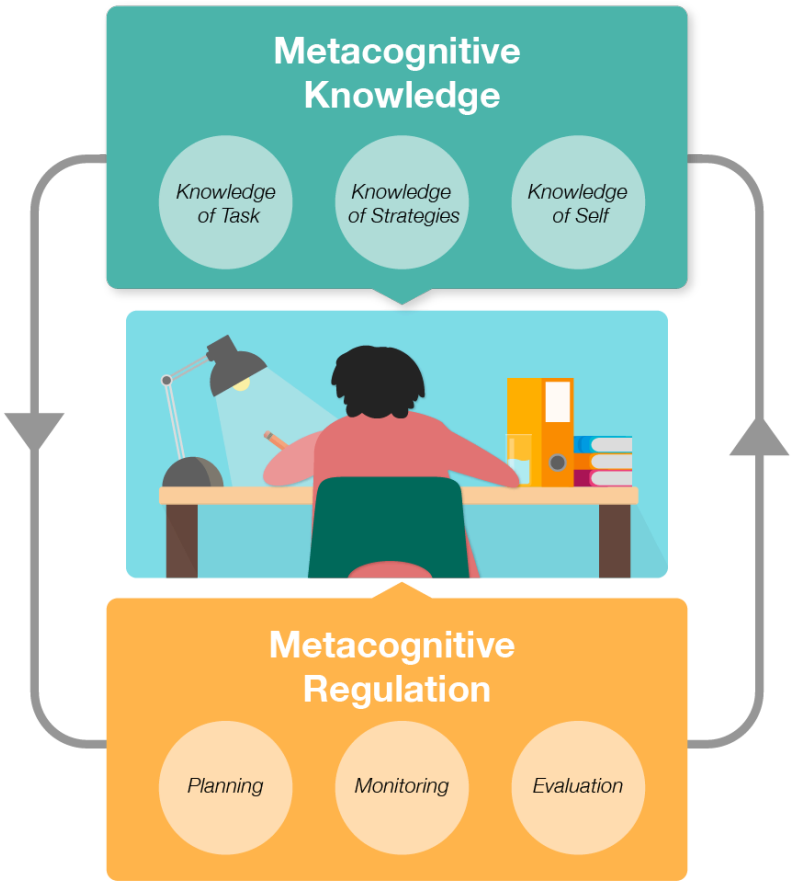
Scaffolding is support for a particular step, such as a worked example, a word bank or a sentence starter. Teachers review what the child still needs as understanding grows.

Flexible grouping means working with different children for a particular learning purpose. Groups change as children's needs and understanding change.

Using technology can make learning more accessible. A child might listen to text, record an explanation or use a communication device when this supports the lesson's purpose.

Helping children guide their learning

Children grow in independence when they learn how to choose an approach, check whether it is helping and decide what to do next. The EEF calls this metacognition. Teachers show this thinking within real lessons and help children practise it.



The metacognitive process

[EEF diagram of the metacognitive process reproduced unchanged]

What this sounds like in a lesson

- **Plan** means deciding how to begin. A teacher might ask,
  "What do you already know that could help?"
- **Monitor** means checking along the way.
  "Does your answer make sense? Which step could you check?"
- **Evaluate** means thinking about the result.
  "What helped you? What would you use next time?"

Children can reflect through pictures, actions, signs or a communication system. Some adjustments remain important over time. Independence includes recognising when a tool or another person's help is useful.

Relationships and emotional wellbeing

Our first interaction with a child matters. A calm greeting, a familiar adult and a clear first activity help children understand that they are welcome and that support is available. We build trust through how we listen, respond and follow through each day.

Knowing what helps a child feel secure

Children communicate comfort and distress in different ways. Adults notice changes, listen to families and consider what may be making a situation difficult. A child may need help with language, a quieter place, a prepared transition or a smaller first step in a task.

Children may listen while moving, looking away or using a communication aid. We look at their understanding and participation when deciding what support helps.

Supporting children through difficult experiences

Our trauma informed approach means being sensitive to the effect that difficult or frightening experiences can have. We use predictable routines, calm communication and appropriate choices. When a child is distressed, adults help them feel safer, communicate what they need and reconnect with learning.

We work with families and seek specialist advice where needed. We consider the individual child and the situation when choosing a response.

Physical and emotional needs alongside learning

Maslow's theory reminds us to consider physical needs, safety, belonging and confidence. We use it as a helpful reminder that children's circumstances matter. Emotional support and learning continue together, with teaching adjusted to what the child needs.

We teach children to recognise feelings, communicate discomfort and use helpful strategies. For some, this involves pictures, agreed language or a familiar adult helping them choose what to do. We review whether these approaches improve the child's experience and access to learning.

Friendship and respect

Adults model respectful interaction and support children to play and work together. We take children's worries seriously and help them find safe ways to communicate and resolve difficulties. Our aim is for each child to have meaningful relationships and a place in the school community.

Communication throughout the school day

Understanding language and being able to communicate are central to learning and belonging. Speech, language and communication are a priority in our inclusion strategy because of the level of need across the school, including children with moderate and severe communication needs.

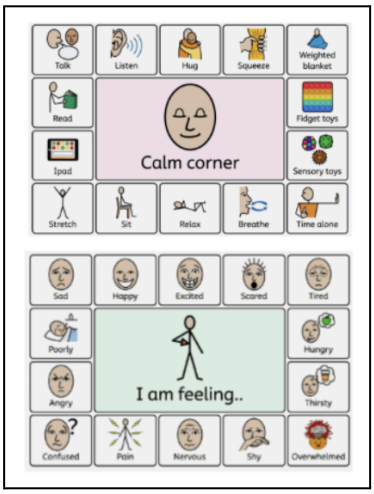
Making communication easier

Adults use clear language, allow time to process information and teach important words. We support meaning through pictures, objects, gestures and demonstrations where helpful. Teachers check understanding by inviting the child to show or explain the first step.

Children may communicate through speech, signs, symbols, a core board or a communication device. A core board is a set of useful words and pictures that a child can point to. We support children to ask, comment, make choices, disagree and share ideas through the method that works for them.







Specialist advice in the classroom

Miss Bhavna, our speech and language therapist who works with our school, assesses children's needs, advises staff and supports their training. Her recommendations help staff understand a child's communication and plan useful changes in lessons and everyday routines.

Teachers and Assistant Teachers put agreed approaches into practice and share what they notice. We consider whether a child uses new understanding or communication with different people and in different activities. Families help us understand how communication is developing at home.

An example of removing a barrier

A child may find a long spoken instruction difficult to follow. The adult uses a shorter instruction and a picture sequence, teaches the meaning of the pictures and gives thinking time. The teacher then checks whether the child can begin the intended activity and how much help is needed.

Over time, staff look for more successful understanding and participation across lessons. The support is refined as the child's needs become clearer.

How families can help us understand

Please tell us which words, pictures, interests or routines help your child communicate. We value home languages and encourage families to use the languages in which they communicate most comfortably. Learning English as an additional language does not in itself mean that a child has SEN. We consider what the child understands and can communicate across their languages. All About Me Form



Supporting children who use English as an additional language

At The Blue School, the languages, knowledge and experiences children bring enrich our community. We value multilingualism and encourage families to continue speaking, reading and sharing stories in the languages they know best. Every child deserves ambitious teaching, a rich curriculum and opportunities to belong and thrive.

How we support multilingual learners

Our approach reflects The Bell Foundation's five principles for effective EAL teaching.

Our approach	What this means for your child
Multilingualism as an asset 	We celebrate home languages and encourage children to draw on what they already know when learning something new.
High expectations with appropriate support 	We provide suitable language support while maintaining ambitious expectations for learning and achievement.
Learning language through the curriculum 	Teachers explain vocabulary, use pictures and practical experiences, model language and provide opportunities for meaningful talk.
Understanding each child's progress 	We consider home languages, previous education and English language proficiency. Teachers review listening, speaking, reading and writing to plan next steps.
Social inclusion 	Children are supported to develop friendships, contribute to lessons and participate fully in school life. We build positive relationships with families.

What this looks like in the classroom

In a science lesson, a child may use pictures, practical equipment or their home language to demonstrate understanding while developing the English vocabulary needed to explain their ideas. Teachers assess what the child knows as well as how confidently they can express it in English.

Understanding EAL and SEND

Learning English as an additional language is not itself a special educational need, although some children may have both EAL and SEND. We work closely with families, consider development across languages and review how children respond to teaching. Where needed, we seek specialist advice so that additional needs are recognised and supported appropriately.

Working with families

We value what families tell us about their child's languages, experiences and learning. Our English language proficiency tracking helps us recognise progress and plan support. We also offer accessible communication and language support where needed so that families can remain active partners in their child’s education.

Please tell us which languages, words, pictures, interests or routines help your child communicate and learn. We value the knowledge families share and use our All About Me form to build a fuller understanding of each child. The following page explains how we support children learning English as an additional language.

Five principles to guide EAL pedagogy

Access to a rich curriculum

All children need a broad and interesting education. Teachers plan what children should learn, what they already know and what might make the next step difficult. We adapt how children access learning while keeping its purpose clear.

Reading

For children learning to read words, phonics teaching follows a planned sequence. Practice books are matched to the sounds and spelling patterns the child has been taught. Staff check blending and word reading, then provide further teaching where needed.

Children also hear and discuss rich stories and information texts. We teach vocabulary and understanding, with access to suitable texts, read aloud material or audio where helpful. Teachers consider word reading and understanding separately so that support addresses the right need.

Writing

We help children develop ideas, say or communicate a sentence, choose words and practise writing skills. Models and word banks can support a particular step. Where handwriting makes it difficult to show subject knowledge, another recording method may help. When handwriting or sentence writing is the learning focus, we teach that skill directly.

Mathematics

Teachers connect practical objects, pictures and mathematical symbols. Children explain or show their thinking and practise with different examples. A child may continue to use equipment while developing a deeper understanding. We check the concept as well as the answer.

Learning beyond the core subjects

In science, children might handle equipment, predict, observe or explain through an accessible response. In history and religious education, objects, pictures and discussion can support understanding of people, beliefs and ideas. In art, music and PE, teachers plan meaningful roles and appropriate adaptations so children can develop and demonstrate their strengths.

Early years and transitions

In nursery and Reception, adults build learning through play, interaction, routines and carefully planned teaching. They notice communication, interests and development, then choose the next useful step. When children move between classes or phases, adults share the information and approaches that help them settle and continue learning.

What progress can look like

We look at what children understand, remember and can use over time. A finished task is one piece of evidence. Teachers also consider how the child approached it, what support was needed and whether the learning can be used again.

Learning focus	An earlier step	A later step
Reading words	The child blends a word using taught sounds with adult modelling.	The child reads new words with those patterns and uses the skill in a suitable text.
Expressing an idea	The child chooses a word, symbol or sentence structure with support.	The child initiates an idea and communicates it to another person through their preferred method.
Mathematical understanding	The child shows a method with objects while an adult models the language.	The child selects a useful representation and applies the method to a different problem.
Managing a task	The child follows a sequence with adult reminders.	The child uses the sequence, checks a step and asks for help when needed.
Participation	The child joins an activity through a familiar role and support.	The child makes choices, contributes ideas and participates with different peers.

A recorded reading journey

Our school records include children who were working at an early pre-key stage reading standard in Year 1 and later achieved a Year 6 reading scaled score of near 110. A score of 100 or above meets the expected standard. These recorded endpoints show the progress that is possible over a child's time at school.

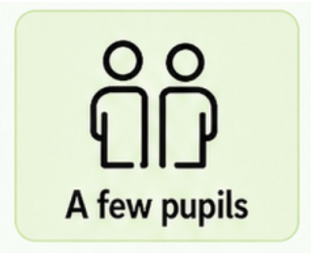
Ambition for children with complex needs

A new concept understood, an intentional request or a successful interaction may represent significant learning. We describe what has changed, check whether the child can use it again and plan the next step. Progress in communication and independence sits alongside appropriate teaching and assessment of curriculum learning.

We reduce temporary prompts when children are ready and retain adjustments that help them access learning. A child can become more independent while continuing to use a communication aid, practical equipment or another agreed support.

Our graduated approach to support

Our graduated approach helps us match support to the child. It has four tiers. Every tier builds on the universal classroom offer and the class teacher's continuing responsibility for the child's learning.

Level of support		What this means for your child
Universal 		Clear, inclusive teaching and everyday classroom support for all children. Teachers adapt explanations, resources, routines and practice in response to need.
Targeted 		Additional teaching or support for an identified need. Adults agree what it should help the child achieve, connect it with classroom learning and review progress.
Targeted Plus 		More personalised support when needs require closer assessment or a more detailed response. The inclusion team and relevant specialists help identify barriers and refine provision.
Specialist 		Coordinated specialist provision for significant or continuing needs. This may include an Education, Health and Care Plan, known as an EHCP, and agreed teaching or therapy support.

Support responds to need

We begin by understanding the difficulty and providing helpful support. We can draw on specialist advice when it is needed, alongside classroom teaching. A diagnosis can add to our understanding; adults also respond to the needs they can see and assess now.

Children's needs can change. Decisions about continuing, changing or increasing support are informed by the child's learning and experience, family knowledge and relevant professional advice. Existing EHCP provision remains part of the child's support throughout this process.

Keeping children connected with their class

Targeted sessions have a clear purpose and a planned review. Teachers consider what the child gains, the timing of the session and any classroom learning they miss. Staff help children use the new learning in class and check whether it lasts.

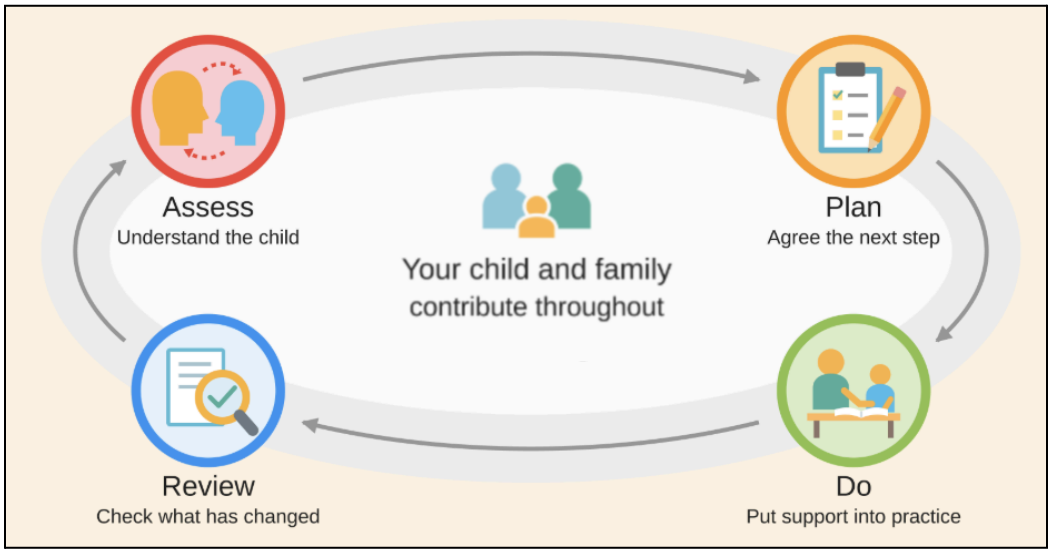
Rainbow Room expertise supports this work through observation, modelling and approaches that can be used in classrooms. Where a child needs specialist provision, we plan both that support and their continuing participation in school life.





Planning and reviewing support together

Assess, Plan, Do and Review is the cycle we use to understand a child's needs, agree support and check whether it helps. Children and families contribute throughout.



Assess

We bring together what the child can do, what they find difficult and what helps. Teachers use learning, observation and assessment alongside the child's and family's views. Specialist advice adds to this understanding where appropriate.

Plan

We agree a clear next step, the support to provide, who will provide it and when to review it. The learning plan should explain what the support is intended to help the child achieve.

Do

The agreed teaching and support take place. The teacher remains responsible for the child's learning and works with Assistant Teachers and specialists. Adults notice the child's response and make useful adjustments along the way.

Review

We look at what has changed, what support is still needed and what the child and family think. We agree what to continue, refine or change. An earlier conversation is appropriate if the plan is not helping.

For example, a communication goal might focus on following a familiar instruction using an agreed visual. Review considers the child's understanding, the amount of prompting and whether the skill is used in another lesson. The next step follows the evidence. We record a child's individualised classroom support in an EduKey Learning Plan.

Families and children as partners

You know your child in ways that deepen our understanding. Please share their strengths, interests, worries and the approaches that help at home. We explain what we notice in school and work with you to agree useful next steps.

Who can help

Your child's class teacher is the usual first point of contact for learning and classroom support. Our SENDCo works with teachers, families and specialists to coordinate additional support. Assistant Teachers contribute to agreed provision and share observations with the teacher. The school office can help you contact the right person.

What to expect in a review conversation

We discuss what your child has learned, what they find difficult and how the support is working. We explain the next teaching priority and agree when to review it. You can ask what your child can now do, what help they need and how the learning is used beyond an individual session.

Children should have a meaningful say. We use speech, pictures, signs or their communication system to understand what they enjoy, what is difficult and what they would like adults to know.

Participation in school life

We consider access to friendships, worship, visits, performances, clubs and other opportunities available to each year group. Planning includes communication, physical access, sensory needs and practical barriers such as cost or transport. We work with families to understand what would make participation possible and worthwhile.

We review what children actually take part in and how they experience it. If your child is finding an activity or part of the school day difficult to access, please tell us so that we can consider the support needed.

A manageable partnership

Home support should fit family life and the child's needs. A shared story, a conversation or practice with an agreed communication approach may be helpful. Ask the teacher which approach would be most useful and tell us if it is becoming difficult or stressful.

When health, attendance or changes at home affect learning, please speak with us early. We can consider the barriers together and coordinate appropriate support.

Our attainment and achievement

We hold ambitious expectations for children with SEN and use assessment to understand their progress. The figures below describe our recorded Year 6 SEN cohort in summer 2026.

Expected standard or above	Number of children	Percentage
Reading	20 of 25	80%
Writing	18 of 25	72%
Mathematics	20 of 25	80%
Reading writing and mathematics combined	17 of 25	68%

Understanding the national comparison

Our combined figure of 68% compares with the provisional England figure of 26% for pupils with SEN in 2026. This is a difference of 42 percentage points. Combined means that a child met the expected standard in all three subjects.

The school figures include all 25 children in the recorded SEN cohort, including one child without test results. The national comparison brings together a much larger group of pupils with different needs and starting points. It provides context for this cohort's achievement.

Looking at progress over time

For 21 children with records at both Year 2 and Year 6, the proportion meeting the expected standard in all three subjects rose from 11 of 21, or 52.4%, to 16 of 21, or 76.2%. This is our internal comparison across two different assessment stages.

Teachers also review individual progress, including the learning of children who are working towards earlier curriculum stages. Communication, independence and participation help us understand the whole child alongside attainment.

Using the evidence to improve teaching

These outcomes support our ambition for children with SEN. We examine the teaching and support recorded over time to understand what helped and where provision needs to improve. Individual and cohort results vary, so we continue to review every child's next steps.

Our summer 2026 results come before the autumn staff development described in this guide. We will judge that development through later evidence of classroom practice and children's learning.

National comparison from Department for Education Key stage 2 attainment 2025 to 2026 provisional

How we develop and review our teaching

Our inclusion strategy prioritises communication, adaptive teaching and the use of specialist advice in classrooms. Teachers and Assistant Teachers develop these approaches through training, observation, practice and feedback.

Assistant Teacher development

Our Assistant Teacher SEND Handbook connects training in the Rainbow Room with classroom practice. Its sequence is Prepare, Observe, Practise, Apply and Review. It helps colleagues notice adult language, useful prompts, emotional support and opportunities for children to become more independent.

For example, a colleague may observe an adult pairing a short instruction with a visual, practise the approach and agree with the teacher where it will help. The child's response then informs the next review. Completed reflections, observations and children's learning help us judge the effect of staff development.

Learning with specialists

Miss Bhavna's speech and language training on 12th October 2026 forms part of this work. Teachers connect professional advice with classroom routines, vocabulary, instructions and ways for children to respond. Our focus is how this learning improves the support children experience.

Checking the difference for children

Leaders visit lessons, talk with staff, look at work and assessment over time, and listen to children and families. We consider whether children understand more, remember learning, communicate effectively and use appropriate strategies with growing independence.

We also check whether children receive the agreed provision, direct teaching from their teacher and access to the wider curriculum. Where progress is limited, staff review the need, the teaching response and how consistently support has been provided.

Acting on what we find

Teachers use assessment to adjust lessons. Phase and subject leaders review teaching and curriculum access. The SENDCo coordinates reviews and specialist advice, while senior leaders and governors consider the wider picture and priorities for improvement.

We use existing learning plans, work, observations and family feedback to guide decisions. Our aim is for this shared approach to be recognisable in children's everyday experiences of The Blue School.

Sources and further information

Teaching evidence: EEF Guide to Inclusive Teaching 2026

Explains how everyday teaching, adaptations and additional support work together: EEF five a day approaches

Source of the five a day diagram and the five teaching approaches explained in this guide: EEF Metacognition and Self Regulated Learning 2025\

Guidance on helping pupils plan, check and review their learning. The diagram used here comes from the EEF article Supporting pupil independence through questioning: EEF Deployment of Teaching Assistants 2025

Guidance on teacher and Assistant Teacher partnership, support and independence. Our staff development also draws on EEF guidance on effective professional development and implementation.

Wider foundations

The SEND Code of Practice, Chapter 6, informs our graduated approach and partnership with families. CAST Universal Design for Learning Guidelines version 3.0 support planning for different ways of accessing and showing learning.

Maslow's A Theory of Human Motivation (1943) informs our attention to physical and emotional needs. The Office for Health Improvement and Disparities' working definition of trauma informed practice (2022) informs our attention to safety, trust and choice. We consider these ideas alongside the individual child and classroom evidence.