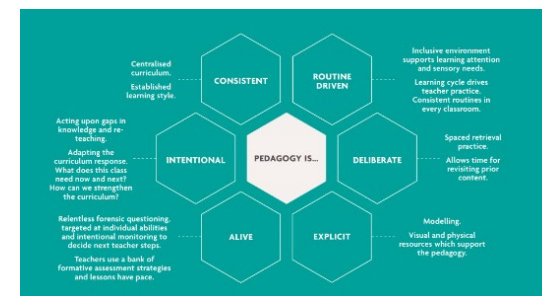




The “Benjies” Way

This document outlines the set of codified pedagogical principles at Benjamin Adlard.

They are intended to inform and provide clarity for teachers on how research-based classroom practice is structured in lessons, ensuring a consistent approach.



These principles are based on those set out by Anthem Trust in “The Anthem Way”, which focuses on curriculum, pedagogy and assessment.

Why are these principles necessary?

- *Teaching is the single biggest factor to influencing pupil outcomes in school.*
- *High quality teaching benefits all children – especially those from disadvantaged backgrounds.*
- *To achieve our vision and mission – every lesson must be exceptional, every day.*

“Every Child, every day, making a Difference”.

To ensure “Access for All” we aim to create a positive climate which is built on *developing high expectation, high challenge and high trust.*



The principle of developing positive behaviour, relationships and routines will underpin regular practice so that all children are able to engage, participate and succeed in their learning.

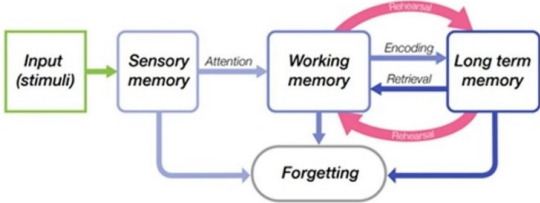
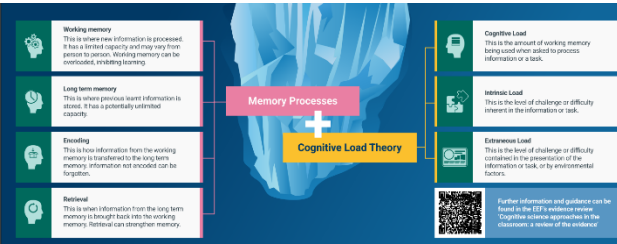
Behaviour, relationships and routines – The Benjies Way.


Routines.	<ul style="list-style-type: none"> Visual timetables to be displayed in all classrooms. EYFS/KS1 -Benjamin Adlard sitting – <i>legs crossed, lips closed, eyes looking, hands still.</i> Transitions to and from learning inputs in all classes will be supported by counting (1,2 in EYFS, 1,2,3 in KS1/2). Attention will be gained using a count down, clap backs or a tambourine (EYFS). Turn and talk – routines to ensure active listening.
Supporting positive behaviours.	<ul style="list-style-type: none"> Teach, model and reinforce the behaviour curriculum using the Golden Rules listed below. <div style="margin-left: 40px;"> <i>-Legendary Lining up – Magnificent Manners – Tremendous Transitions</i> <i>-United Uniform – Wonderful Walking – Constant Kindness.</i> </div> Use of school behaviour systems to reinforce – traffic lights, team points etc.
100 % engagement.	<ul style="list-style-type: none"> Adjusted seating positions. Effective use of Teaching assistants. Varied strategies for gathering question responses. Cold calling – targeting using ongoing assessment. Relevant thinking time. No opt out. <p style="text-align: right; font-size: small;">*Refer to “Walkthroughs book 1”</p>
Reasonable adjustments	<p style="text-align: center;"><i>Some children will require further reasonable adjustments to support them to engage and participate in learning. <u>Some</u> (not all!) suggestions are listed below.</i></p> <ul style="list-style-type: none"> Personalised visual timetables or now and next boards. ‘Pause pod’. Identified seating positions. Additional adult support. Busy box.


	<ul style="list-style-type: none"> • Fidget toy to support regulation. • Sensory breaks. • 5-point scale prompts. • Specialist equipment such as scissors and writing slopes. • Use of name prior to instructions.
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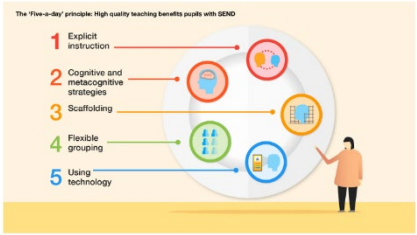

It is important to note and consider the following definitions of ‘adaptations’ and ‘adjustments’ when referring to this document.

Adjustment	Adaptation
<p>A small, planned change made to the learning environment, resources or routines to help children to stay regulated and access their learning. Adjustments remove barriers so that children can engage, participate and succeed in their learning. They are often simple, personalised strategies such as providing a fidget toy, using a visual timetable or offering a sensory circuit to meet regulation needs.</p>	<p>A purposeful change to teaching methods, tasks, or curriculum content so that all pupils can access learning at an appropriate level. Adaptations ensure that the learning objective remains the same for the whole class, but the way pupils reach it may differ.</p> <p>Examples include offering alternative ways to record ideas (writing, drawing, or using technology), providing scaffolded resources, adjusting the level of challenge in a task, or breaking instructions into smaller, manageable steps.</p>

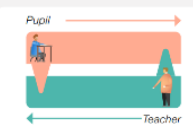

Principles (what we do)	The Benjies Way (How we do it)	Role of the supporting adult	Supporting research (Why we do it)
<p>Flashbacks</p> <p><i>Retrieval of relevant fingertip/sticky knowledge from previous year groups.</i></p>	<ul style="list-style-type: none"> • Questions informed by curriculum planning. • Option of hinge questions. • Questions to be read by adult. • Thinking time. • Varied opportunities to respond – voting fingers, mini whiteboards. • Elaborate interrogation – why, how and what happens next questions. 	<p><u>Input support</u></p> <ul style="list-style-type: none"> • Ensure there is 100% engagement using subtle prompts. • Recording a response for an identified child. • Discuss a response with identified children. 	 <p><i>Cognitive science approaches in the classroom: a review of the evidence</i></p> <p>“When content is studied and recalled, both types of memory strength increase, meaning that information is more easily accessible and that this accessibility is more durable.” – EEF, 2021</p> <p>https://d2tic4wo1iusb.cloudfront.net/production/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1756391623</p>  <p>“Strategies such as interleaving and retrieval practice are based on key memory processes as well as Cognitive Load Theory.” EEF, 2021</p> <p>https://d2tic4wo1iusb.cloudfront.net/production/documents/beneath_the_surface_of_cognitive_science.pdf?v=1756391623</p>
<p>Retrieval do now</p> <p><i>Retrieval of relevant fingertip/sticky knowledge of current unit.</i></p>	<ul style="list-style-type: none"> • Select deliberate content (sticky, fingertip and vocabulary). • Teachers to use knowledge organisers to 	<p><u>Input support</u></p> <ul style="list-style-type: none"> • Ensure there is 100% engagement using subtle prompts. • Use knowledge 	

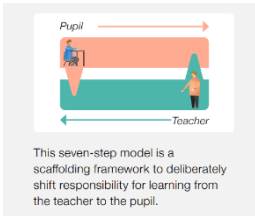
	<p>support self-quizzing.</p> <ul style="list-style-type: none"> • Fill the gaps, true or false, matching key terms or short written responses. • Elaborate interrogation – why, how and what happens next questions. • Children to use knowledge organisers to compare and assess peer responses (KS2). 	<p>organisers to support identified children with their recall.</p> <ul style="list-style-type: none"> • Support children to compare and assess with peers or work with a small group to assess their responses. 	
<p>Vocabulary</p> <p><i>Although vocabulary is explicitly taught at this stage, it should be re-referred to throughout the lesson.</i></p>	<ul style="list-style-type: none"> • Tier 2 vocabulary to be explicitly pre-taught. • Supported by dual coding such as pictorials, actions. 	<p><u>Input support</u></p> <ul style="list-style-type: none"> • Ensure there is 100% engagement using subtle prompts. • Model dual coding such as actions. 	<p>“To build a strong vocabulary, children need to encounter a wide variety of words in speech and in text, across a variety of different contexts, and with repeated exposure to these words.” -Oxford Language Report 2023-2024</p> <p>https://fdslive.oup.com/www.oup.com/oxed/wordgap/Oxford_Language_Report_2023-24_Building_Vocabulary_At_School.pdf?region=uk</p>  <p>“The reciprocal relationship between oral language, reading, and writing can cause the gaps between children with literacy difficulties, or children from disadvantaged homes, and their more advantaged peers to grow as they move through school.” - EEF, Improving Literacy in KS1, 2020</p>

	<ul style="list-style-type: none"> • Vocabulary example to be given in the correct context for the lesson. • Tier 3 vocabulary to be taught as appropriate within the lesson. 	<ul style="list-style-type: none"> • Identify and target any children who require additional repeated practice. <p><u>Small group support</u></p> <ul style="list-style-type: none"> • Repeat and use pre-taught vocabulary. • High expectations that children re-refer to vocabulary (can be verbal). 	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1756480761</p>
<p>Sharing the learning intention, concepts and skills.</p>	<ul style="list-style-type: none"> • LO/EQ to be displayed and shared with the children. • Concepts and skills should be displayed and shared with children in non-core subjects. 	<p><u>Input support</u></p> <ul style="list-style-type: none"> • Ensure there is 100% engagement using subtle prompts. 	<p>Guvcdrkj lpi engct'rgctplpi "lpvprvqpu"q'l tqxkf g vj g vgcej gt"cpf"r wr kly kj c uj ctgf"wpf gtuxcpf lpi "qhy j cv'j g'ctg'elo lpi "hqt0" □"GGH4243.'O czlo kulpi "vj g'lo r cev'qhHggf dcentlp'Nsgtce {</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-maximising-the-impact-of-feedback-in-literacy</p> <p> ⁰³ Guide pupils to work scientifically</p> <p>“It can be easy to get lost in the task without achieving a deeper understanding of the learning objectives.” - EEF, Improving Primary Science, 2023</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-science-ks1-ks2/improving-primary-science-guidance-report-ks1-ks2.pdf?v=1756426723</p>

	<ul style="list-style-type: none"> • Visuals should be used to support children to understand concepts and skills. 		
<p>I do</p> <p><i>Instruction of new knowledge</i></p>	<ul style="list-style-type: none"> • High expectations of engagement – children should listen with no input. • Present information in small steps. • Explanations should be precise and well structured. • Teachers should make links back to previous learning. • Teacher modelling with clarity including clear demonstrations 	<p><u>Input support</u></p> <ul style="list-style-type: none"> • Ensure there is 100% engagement using subtle prompts. <p><u>Small group support</u></p> <ul style="list-style-type: none"> • High expectations of engagement – children should listen with no input. • Present information in small steps. • Model tasks step by step – thinking out loud. 	<p>“Students need cognitive support to help them learn to solve problems. The teacher modelling and thinking aloud while demonstrating how to solve a problem are examples of effective cognitive support.”</p> <p>“Our working memory, the place where we process information, is small. It can only handle a few bits of information at once—too much information swamps our working memory. Presenting too much material at once may confuse students because their working memory will be unable to process it.”</p> <p>- Rosenshine, 2012</p> <p>https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Rosenshine.pdf</p>  <p><i>Instruction-</i></p> <p>“Evidence tells us that teachers should instead prioritise familiar but powerful strategies, like scaffolding and explicit instruction, to support their pupils with SEND.”</p> <p>“The quality of teachers’ planning and of their delivery of teaching and learning therefore has a major impact on every pupil’s development.”</p> <p>-EEF, Special Educational Needs in Mainstream Schools, 2025</p> 

	<p>or worked examples.</p> <ul style="list-style-type: none"> • Teachers model self-assessment strategies such as tap and check. • Teachers think aloud and narrate thought processes. • Visuals and scaffolds should be used to make concepts clear. <p><i>Teachers to consider any adaptations to explanations as required.</i></p>	<ul style="list-style-type: none"> • Model expectations for presentation. • Model use of scaffolds such as word mats, number lines etc. 	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/eef_special_educational_needs_in_mainstream_schools_guidance_report_2025-04-10-110432_klxp.pdf</p>
<p>Knowledge check</p> <p><i>For assessment and to identify</i></p>	<ul style="list-style-type: none"> • Teachers to use a range of hinge questions. E.g. fill the gaps, true or false, matching key 	<p><u>Input support</u></p> <ul style="list-style-type: none"> • Ensure there is 100% engagement using subtle prompts. 	<p>“Questions allow a teacher to determine how well the material has been learned and whether there is a need for additional instruction.”</p> <p>“Checking for student understanding, can help limit the development of misconceptions.”</p> <p>- Rosenshine, 2012</p> <p>https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</p>

<p><i>any misconceptions.</i></p>	<p>terms or short written responses.</p> <ul style="list-style-type: none"> • 100% engagement – cold calling, thinking time, no opt out. • Opportunities to answer non-example questions. • Expectation that at least one reversed example of vocabulary is covered. 		<div data-bbox="1167 233 1435 459">  <p>This seven-step model is a scaffolding framework to deliberately shift responsibility for learning from the teacher to the pupil.</p> </div> <div data-bbox="1547 268 1895 336"> <p>Memorisation of strategy</p>  </div> <div data-bbox="1532 379 1957 421"> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/Seven_step_model_1.0.pdf</p> </div>
<p>We do <i>Guided practice</i></p>	<ul style="list-style-type: none"> • Invite participation – encourage choral, group or individual responses. • Re-modelling of demonstrations worked examples, and key vocabulary with discussion. 	<p><u>Input support</u></p> <ul style="list-style-type: none"> • Ensure there is 100% engagement using subtle prompts. • Support children to turn and talk. • Identify and target children who require 	<p>“Rehearsal is enhanced when students are asked to summarize the main points, and when they are supervised as they practice new steps in a skill. The quality of storage in long-term memory will be weak if students only skim the material and do not engage in it. It is also important that all students process the new material and receive feedback, so they do not inadvertently store partial information or a misconception in long-term memory”</p> <p>- Rosenshine, 2012</p> <p>https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf</p>

	<ul style="list-style-type: none"> • Opportunities for children to complete worked examples alongside the teacher when relevant. <p><i>Teachers to consider any adaptations to guided practice as required.</i></p>	<p>additional support.</p> <p><u>Small group support</u></p> <ul style="list-style-type: none"> • High expectations that all children participate. • Re-modelling with verbal input from children. • Work through tasks alongside the children. • Repeat until children are 'ready' to complete independent task. 	<p>"Scaffolding learning in this way can help every pupil move from dependence to independence." -Julie Kettlewell The 'Seven-step model' planning tool, 2022</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/Seven_step_model_1.0.pdf</p> 
<p>You do</p> <p><i>Independent application</i></p>	<ul style="list-style-type: none"> • Design tasks that serve the learning objective and reinforce sticky/fingertip 	<p><u>Whole class support</u></p> <ul style="list-style-type: none"> • Circulate the room, providing prompts and clues to 	<p>"The best way to become an expert is through practice." - Rosenshine, 2012</p> <p>https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</p> <p>"Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs,</p>

knowledge and skills.

- Tasks should make ALL children think hard.
- Tasks should be adapted to ensure that the learning objective remains the same for ALL children. E.g. word banks, knowledge organisers, widgit prompts, pre-prepared tables.
- Adult support – providing scaffolding through clueing and
- Encourage strategies for self-assessment e.g. tap and check.

enable children to be successful in their application.

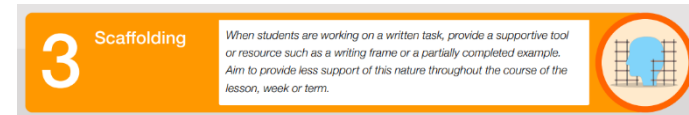
- Identify and target any children requiring a further ‘we do’ (communicate this with your teacher).

Small group support

- Identify when children are ready to independently apply.
- Circulate your group – providing clues and prompts when required – refer to the EEF Scaffolding framework.

using them as the starting point for classroom teaching for all pupils, including those with SEND.”

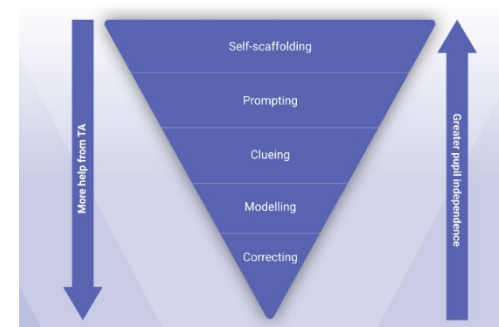
-EEF, The ‘Five a Day’ principle.



https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf

Supporting adults.

https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/scaffolding_framework.pdf



		<ul style="list-style-type: none"> • When encouraging the use of scaffolds – use should have been previously modelled. • Assess and feedback. 	
<p>You do – with significant adaptations</p>	<ul style="list-style-type: none"> • The learning objective should remain consistent with the rest of the class. <p><i>NB: This may vary in Maths in line with the NCETM prioritisation document.</i></p> <ul style="list-style-type: none"> • Identify and prioritise the fingertip/sticky knowledge for the lesson. • Remove English barriers when required. 	<p><u>Input support</u></p> <ul style="list-style-type: none"> • Support identified children with 100% engagement through prompting and adjustments. <p><u>Small group support</u></p> <p>The purpose of these tasks is to remove barriers to learning, this may require support with the following.</p> <ul style="list-style-type: none"> • Recording group or 	<p>“Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.”</p> <p>-The National Curriculum, 2013</p> <p>https://assets.publishing.service.gov.uk/media/5a81a9abe5274a2e8ab55319/PRIMARY_national_curriculum.pdf</p> <p>“All pupils should have access to a broad and balanced curriculum. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.”</p> <p>- SEND code of Practice, 2015</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf</p> <p>“Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement...highlighting the most important concepts within the national curriculum so that teaching and targeted support can be weighted towards these.”</p> <p>-DfE, Mathematics Guidance KS1/2, 2020</p> <p>https://assets.publishing.service.gov.uk/media/60095297e90e073ed0cf386c/Maths_guidance_introduction.pdf</p>

	<ul style="list-style-type: none"> • Tasks should be designed to reduce cognitive load e.g. by providing pre-populated tables. • Adults to be used to provide temporary support to help children access learning and practice skills. • Visuals such as widgeits, should be used as a scaffold to prompt recall of fingertip/sticky knowledge. 	<p>individual responses.</p> <ul style="list-style-type: none"> • Reading information to children. • Supporting children to use visuals such as widgeits as a scaffold. • Support children to recall core knowledge. 	
Assessment	<ul style="list-style-type: none"> • Assessment and feedback should be constant- before, during and after practise. • Use a range of approaches 	<p><u>Input support</u></p> <ul style="list-style-type: none"> • Identify those who may require adaptations and communicate this to the teacher. 	<p>“Feedback can be effective during, immediately after and sometime after learning.....Providing feedback is well evidenced and has a high impact on learning outcomes.” -EEF, Feedback. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p><u>Supporting adults</u></p>

(verbal responses, practical demonstrations and written tasks).

- Adults should circulate, giving verbal feedback or live marking.
- Quizzing and questioning throughout.
- Chunking of lessons into smaller parts to allow more than one I do, we do, you do cycle.
- Exit tickets.

Small group support

- Assessment and feedback is constant and ongoing.
- Use the EEF Scaffolding framework to provide the appropriate support to children.
- Repeated use of I do, we do cycle as required.

https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/scaffolding_framework.pdf

