

INCLUSIVE TEACHING PEDAGOGY

SUSSEX ROAD PRIMARY SCHOOL



What is our Inclusive Teaching Pedagogy?

The single most important element to children making good progress is to ensure the best possible **QUALITY FIRST TEACHING**. At Sussex Road Primary School, we use respected research to inform our practice. Our pedagogy is built on the foundations of the Education Endowment Foundation 5 a Day Model. As a school, we place great importance of building positive relationships with children. Our Inclusive Teaching Pedagogy has 6 key themes:

- Behaviour and Relationships
- Explicit Instruction
- Cognitive and Metacognitive Strategies
- Scaffolding
- Flexible Grouping
- Use of Technology





Behaviour and Relationships

“There are multiple reasons for teachers to establish positive relationships with pupils. Most importantly, relationships support the need and rights of everyone in a classroom to feel safe, respected and valued; to feel they belong. Positive relationships also underpin creating conditions where pupils and teachers can focus on learning, free from distractions or emotional threats. Finally, positive relationships are key in communicating trustable feedback that pupils will act on.”

Tom Sherrington, (2020)

Teachers at Sussex Road Primary School will demonstrate that they:

- Establish norms around clear roles and boundaries;
- Communicate kindness;
- Learn names and use them;
- Combine assertiveness with warmth;
- Always be the adult

Explicit Instruction

Explicit Instruction is a way to teach in a direct, structured way. When teachers use explicit instruction, they make lessons very clear by showing children how to start and to how to succeed on a task. This approach can be used with children of all ages. It suits whole class teaching, small group teaching and when supporting a child on a one-to-one basis.

Explicit instruction can help all children learn. Without explicit instruction pupils who struggle with attention or working memory may not focus on the most important parts of a lesson. However, with explicit instruction teachers can ensure that children really focus on the most important information.

Teachers at Sussex Road use an 'I do, We do, You do' model. This gradually reduces the level of modelling and scaffolding provided, encouraging children to become increasingly independent in their learning.





Cognitive and Metacognitive Strategies

Cognitive load refers to the amount of mental effort being used in the working memory. For children, learning new things can be exciting but also mentally demanding. If a task is too complex or has too many steps, it can overwhelm their ability to process information, making learning less effective. Our often break tasks into smaller chunks or use visual aids to help manage cognitive load, ensuring children can focus on one idea at a time without feeling overloaded.

According to the Education Endowment Foundation (EEF), **metacognition and self-regulation strategies** can have a **high impact on pupil progress**, particularly when taught explicitly and embedded into everyday learning. These approaches help children become more aware of how they learn, enabling them to plan, monitor, and evaluate their thinking. For primary-aged children, developing metacognitive skills can lead to greater independence and resilience in learning. When pupils understand how to approach a task, reflect on their strategies, and adjust when needed, they are more likely to succeed—not just in school, but in life beyond the classroom.

Scaffolding

Scaffolding is a powerful teaching strategy that supports children's learning by providing the right level of help at the right time. It allows pupils to build confidence and independence as they gradually take on more responsibility for their learning.

The Education Endowment Foundation (EEF) highlights scaffolding as one of the key elements in its **'5-a-day' model for effective teaching**, which includes: reviewing prior learning, presenting new material in small steps, asking questions, providing models, and guiding practice.

By using scaffolding techniques—such as breaking tasks into manageable chunks, modelling thinking, and offering prompts—teachers help children stay within their “zone of proximal development,” where learning is challenging but achievable. This approach not only improves understanding but also encourages children to become more reflective and resilient learners.





Flexible Grouping

At Sussex Road, flexible grouping is an effective strategy used, promoting children to work with different peers depending on the task, their learning needs, or the goals of the lesson.

Rather than fixed ability groups, flexible grouping encourages collaboration, peer support, and a more inclusive learning environment.

The Education Endowment Foundation (EEF) suggests that grouping pupils flexibly—based on current understanding rather than perceived ability—can help reduce the negative effects of labelling and promote higher expectations for all learners. It also enables teachers to tailor instruction more precisely, ensuring that every child is appropriately challenged and supported.

When used strategically, flexible grouping can boost engagement, confidence, and progress across the curriculum.

Use of Technology

Technology plays a pivotal role in supporting our pupils, especially when it is used to reduce barriers and enhance access to the curriculum.

Tools such as **Clicker**, which combines word processing with speech feedback and dual coding can help children develop writing skills by offering structure, vocabulary prompts, and confidence to express their ideas.

Similarly, **dictation tools** allow pupils to speak their thoughts aloud and have them converted into text, which is particularly helpful to support children with handwriting, spelling, or processing speed.

The Education Endowment Foundation (EEF) notes that when technology is used purposefully and aligned with learning goals, it can have a positive impact on pupil outcomes—especially when it supports collaboration, feedback, and personalised learning. These tools empower children to focus more on their ideas and less on the mechanics of writing, helping them to become more independent and engaged learners.

