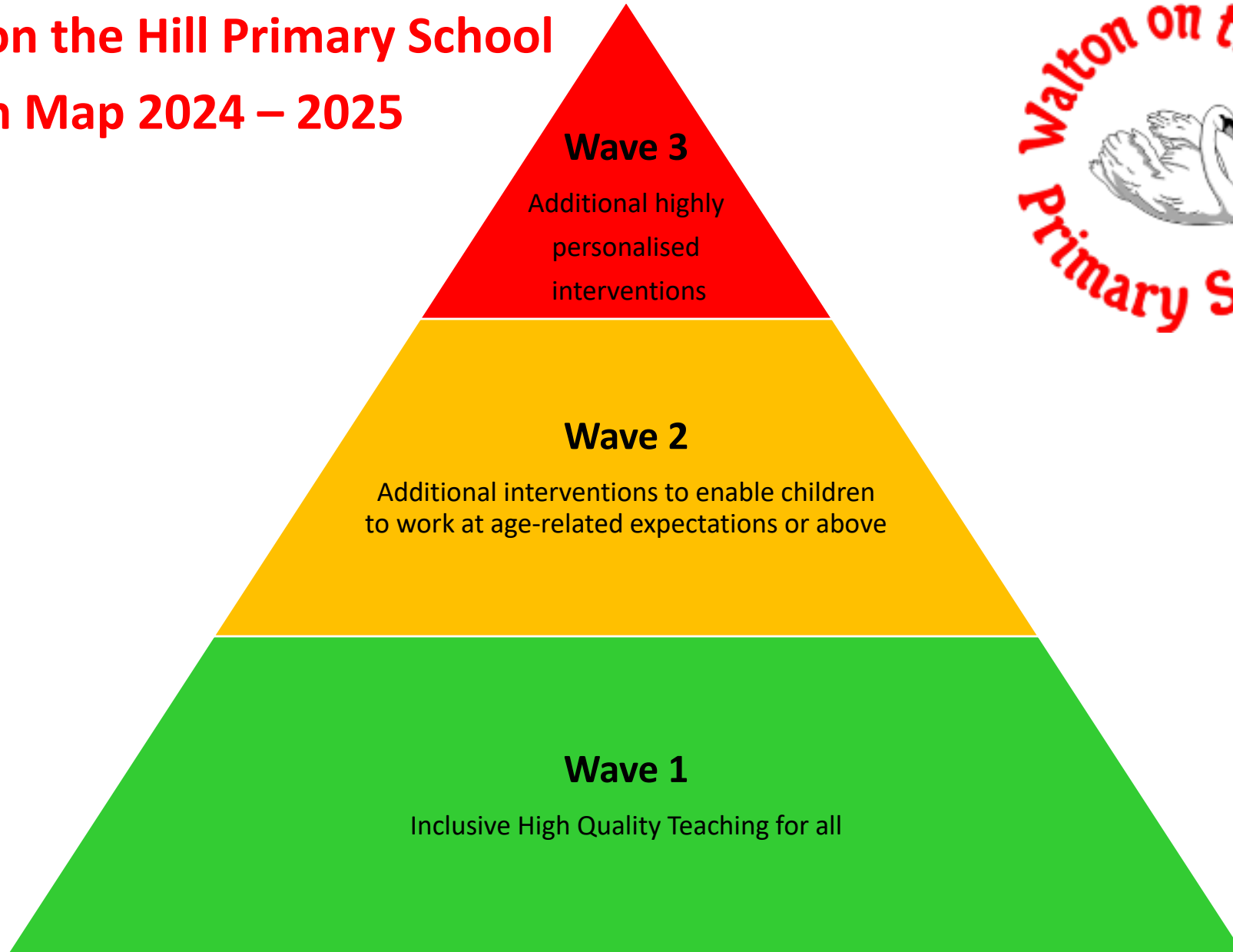


Walton on the Hill Primary School

Provision Map 2024 – 2025



The school determines when/if a child needs Wave 2 or 3 interventions. This is often agreed in consultation with external professionals.

Respect - Rights - Responsibilities

Wave 1

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all children. This includes providing differentiated learning activities when appropriate and creating an inclusive learning environment. Our school 'Teaching and Learning' policy and 'Curriculum Values' all outline our educational philosophy. Here are some of the examples of **Wave 1** provision at Walton on the Hill:

Curriculum & Curriculum Enrichment	School and Classroom Environment	Values & Attitudes
<p>Our staff are very well trained and provide all children with high quality teaching. Within the staff we have a range of curriculum expertise which is shared throughout the school.</p> <p>At Walton the Hill we aim to offer a rich and engaging school experience in which children are willing partners in their own learning. They enjoy school, form friendships for life and become responsible, respectful young people. Our curriculum is diverse, well planned, thought-provoking, aspirational and punctuated with memorable moments and events. Our students love learning, read willingly for pleasure and retain key skills and knowledge. The values that we instil embody qualities, skills and characteristics that equip all children to become successful, independent and content – at school and beyond.</p> <ul style="list-style-type: none"> Regularly monitor coverage to ensure we have a broad and balanced curriculum Ensure planning considers all learners in the class and their specific learning styles and needs Use professionals to enhance learning where possible eg. sports coaches, musicians Offer all children the opportunity to take part in Educational Visits, locally and in the wider world <p>EYFS Provision:</p> <ul style="list-style-type: none"> Free-flow access to the outdoors Access to a wide range of activities A balance of adult led and child initiated activities 	<p>Learning Environment:</p> <ul style="list-style-type: none"> Fully accessible building for all children Displays celebrate children's learning and also provide learning prompts Children's learning is displayed throughout the school Classroom rules and code of conduct are displayed in the classrooms and regularly referred to <p>Resources:</p> <ul style="list-style-type: none"> Access to drinking water, tissues, spare clothing and footwear; Access to maths resources such as 100 squares, dice, number lines, Numicon, place value counters; Learning resources such as writing prompts, word banks, dictionaries; Access to high quality classroom resources for all areas of learning Access to technology to support learning where needed <p>Reading:</p> <ul style="list-style-type: none"> A high quality school library offering a wide variety of reading books including fiction, non-fiction, poetry, picture books Well stocked book corners in each classroom Quality group reading materials 1:1 and group reading sessions for children with their Class Teacher and Teaching Assistant Individual reading records 	<p>Learning Values:</p> <p>Our curriculum is supported by our 6 learning values:</p> <p>Collaboration, Resilience, Respect, Compassion, Creativity & Curiosity</p> <ul style="list-style-type: none"> The children use our 'habits of an expert' (using reasoning and being determined, curious, adventurous, co-operative, imaginative, investigative and observant) to help them understand how to learn best A priority is placed on fostering good relationships between all staff, children, parents and carers Members of the Senior Leadership Team greet all members of the school community upon arrival at school each morning Teachers and Teaching Assistants provide a welcoming start to the day, greeting all children as they enter the classroom We have an ethos based on praise and encouragement A consistent approach to behaviour management High expectations of behaviour, presentation, school uniform and learning Opportunities to share learning and achievements <p>School Values:</p> <p>We have school rules to keep the children safe and happy, however, we base all our behaviours in school on our 3 Rs:</p> <ul style="list-style-type: none"> Respect Rights Responsibilities

Respect - Rights - Responsibilities

Assessment and Feedback	Home Learning	Staffing
<p>All children’s attainment and progress is assessed and tracked throughout the year using both formal and informal assessment:</p> <ul style="list-style-type: none"> • Verbal feedback (both individual and whole class) and marking based on clear learning objectives informs children of their next steps; • Termly assessments to identify gaps and track progress • Good communication with parents through formal and informal means <p>EYFS Provision:</p> <ul style="list-style-type: none"> • Assessment based on individual observations of each child which identify next steps in learning; • Events to encourage parents to participate in and support their child’s learning e.g. phonics and early maths workshops 	<p>We believe the ‘basics’ for learning can be taught and practised at home and we have therefore stripped back our approach to Home Learning concentrating on the basic skills of reading, spelling and times tables:</p> <ul style="list-style-type: none"> • We encourage parents’ partnership in educating children and through sharing reading at home, working on spellings or timetables and discussion about the learning taking place in school. • Differentiated Home Learning tasks are provided where appropriate • Home Learning should never become an issue and we encourage parents to discuss with their class teacher what can be done to support any resistance 	<p>We view our staff as our number 1 asset and as such place great importance on their continued professional development and sharing of expertise:</p> <p>We have:</p> <ul style="list-style-type: none"> • Fully qualified, excellent teachers for every class • Skilled Teaching Assistants in every class • Skilled Special Needs Assistants to support individual children and/or carry out targeted interventions • A highly-trained Emotional Literacy Support Assistant (ELSA) to support children throughout the school with their emotional well-being
Outside Areas	Pupil and Parent Voice	ICT
<p>As a school, we value the importance of both play and learning outside and endeavour to use our outside areas in all weathers:</p> <ul style="list-style-type: none"> • Continuous outdoor provision for our EYFS and Year 1 class • Two playground areas and a grass area when weather permits • Breech Lane Sports field and pavilion • Forest School – used for outdoor learning throughout the year with sessions led by a fully trained Forest Schools leader 	<p>We believe it is important for all stakeholders to share their views and to celebrate successes within the school. We do this by:</p> <ul style="list-style-type: none"> • Having an active Pupil Parliament • Regular whole school updates on Class Dojo • Regular pupil and parent surveys on a range of subjects • Parent Voice meetings to discuss matters arising on any subject • Class Dojo to share learning with parents • Members of the SLT available on the playground every morning and at the end of the day 	<p>We feel technology has many benefits to education and should be embedded in classroom use where possible:</p> <ul style="list-style-type: none"> • Interactive whiteboards in all classrooms • Visualisers in all classrooms • Class iPads • Access to laptops and iPads in the classrooms • A widening range of computing equipment eg. Microbits & Lego Motion Kits • Audio Books

Lunchtime	Extra-curricular	Spiritual, Moral, Social, Cultural
<p>All children have the right to a safe, happy playtime. As a school we offer:</p> <ul style="list-style-type: none"> • Skilled, well trained lunchtime staff • Many playground activities and equipment • Designated areas for particular activities • Cool Club to allow children a quiet space to engage in relaxing activities eg. Mindful colouring, lego etc. • Access to the library to borrow and enjoy books 	<p>We believe that learning doesn't only take place in the classroom and pride ourselves on the 'extras' we offer our children:</p> <ul style="list-style-type: none"> • A wide range of before and after school clubs • A wide range of sporting activities and competitions • Opportunities to support charity fundraising • School assemblies and productions • Involvement in village and local community events - May Pageant, TWOAT concert, etc. • Links with schools locally, nationally and globally 	<p>Through all aspects of our curriculum and school life we provide opportunities to develop the SMSC aspects of a child's education:</p> <ul style="list-style-type: none"> • A range of collective worship opportunities through the week. • Our assembly programme reflects current events in the world and a range of multi-faith celebrations • Celebration assemblies • Class assemblies for parents • A well-planned RE curriculum following the Surrey SACRE • Weekly PSHE lesson in all classes
Cognition and Learning	Communication and Interaction	Physical and Sensory
<p>As a teaching staff, we have considered the four areas of need and shared strategies to support children through High Quality Teaching. These include but are not limited to:</p> <ul style="list-style-type: none"> • Appropriate concrete resources • Vocabulary banks • Pre-teaching • Breaking tasks down into manageable chunks • Task boards • Talk Partners • Writing scaffolds • Coloured paper or overlays • 	<p>As a teaching staff, we have considered the four areas of need and shared strategies to support children through Quality First Teaching. These include but are not limited to:</p> <ul style="list-style-type: none"> • Visual timetables • Written/visual/pictorial instructions • Small step instructions • Breaking tasks down into manageable chunks • Forward planning for changes of routine • Task boards • Direct instructions • Allowing processing time • Social stories • Avoiding idioms, metaphor etc. • Explicit teaching of vocabulary 	<p>As a teaching staff, we have considered the four areas of need and shared strategies to support children through Quality First Teaching. These include but are not limited to:</p> <ul style="list-style-type: none"> • Positioning in class • Fiddle toys • Wobble cushions • Pencil grips • Writing slopes • Task boards • Movement breaks • Enlarged print • Technology eg. Laptops • Magnifiers
Social, Emotional and Mental Health		
<p>As a teaching staff, we have considered the four areas of need and shared strategies to support children through Quality First Teaching. These include but are not limited to:</p> <ul style="list-style-type: none"> • Time to talk • Daily check-ins • Worry boxes • Sensory toys • Forward planning for changes of routine 		

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<ul style="list-style-type: none">• Social stories• Mindfulness• Movement breaks• Modelling articulating feelings• Task boards• Encouraging mistakes (FAIL = First Attempt In Learning)• Zones of Regulation		
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Wave 2

Wave 2 is specific, additional and time-bound intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. **Wave 2** interventions are often targeted at a group of children with similar needs. Wave 2 interventions will be selected by the class teacher and SENDCo and their effectiveness will be continually reviewed.

*Personal **Wave 2** intervention targets are set out in Individual Support Arrangement Plans; these are either delivered 1:1 or in small groups by class teachers or teaching assistants.*

Type of Provision	Name of intervention	Group/ Individual	Timing	Expected Outcome	Year groups	Teacher/Teaching Assistant
Phonics	No Nonsense Phonics	1:1	3-5 x 20 minute sessions per week	To identify gaps in phonological awareness. To provide systematic and rigorous phonics teaching and practice with a rich vocabulary. To develop language comprehension.	2,3,4,5,6	Teaching Assistant
Phonics, spelling patterns and Reading	Nessy	1:1	3 x 20-minute session per week	To develop phonological awareness. To develop fluency with segmenting and blending. To develop vocabulary and language comprehension.	2,3,4,5,6	Special Needs Assistant
Gross and fine motor coordination	The Fizzy Hands Training Programme	1:6	2 x 20-minute sessions per week	The development of gross and fine motor control leading to fluent handwriting	R, 1, 2	Special Needs Assistant

English Maths	Precision Teaching	1:1	10 mins daily	Achieve small, specific English or Maths target as identified by CT	Years R to 6	Teaching Assistant
Maths	On Track Maths	1:6	3 x 20 minute sessions per week	To identify gaps, weaknesses and misconceptions in children's knowledge and understanding of maths. To use targeted lessons and activities to teach problem areas. To secure children's conceptual understanding.	Years 1 - 6	Teaching Assistant or Class Teacher
English	On Track English Reading Comprehension	1:6	3 x 20 minute sessions per week	To identify gaps, weaknesses and misconceptions in children's knowledge and understanding. To use targeted lessons and activities to teach problem areas.	Years 1 - 6	Teaching Assistant or Class Teacher
English	On Track English Writing and Grammar	1:6	3 x 20 minute sessions per week	To identify gaps, weaknesses and misconceptions in children's knowledge and understanding. To use targeted lessons and activities to teach problem areas.	Years 1 – 6	Teaching Assistant or Class Teacher
Maths	Plus 1 / Power of 2	1:1	3-5 x 10 minute sessions per week	To identify gaps, weaknesses and misconceptions in	Years 1 - 6	Teaching Assistant

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				children's knowledge and understanding of maths. To consolidate basic numbers skills of counting and sequencing.		
Sensory Processing	Sensory Circuits	1:1	Determined on an individual basis	To enable sensory regulation to, in turn, allow the child to access the curriculum with greater focus.	Years R -6	Teaching Assistant
Spelling	SNIP Spelling programme	1:1	3-5 x 10 minute sessions per week	To spell the high frequency words and commonly used words for that year group.	4, 5, 6	Teaching Assistant
Behaviour	Hidden Chimp	1:1	1 x 30 minute session per week	To assist the child in making sensible behaviour choices and give them a greater understanding of the consequences of their actions.	3, 4, 5, 6	Teaching Assistant
Reading	Literacy For All	1:1	1 x 15 minute session daily	To increase reading fluency and an enjoyment of reading.	3, 4, 5, 6	Teaching Assistant
Phonics	TRUGs	1:1 or small group	Determined on an individual basis	To identify gaps in phonological awareness and increase accuracy in reading.	Years R-6	Teaching Assistant
Phonics	Monster Phonics Catch Up	Small group	1 x 15-minute session daily	To identify gaps in phonological awareness. To provide systematic and rigorous phonics teaching	R, 1, 2, 3	Teaching Assistant

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				and practice with a rich vocabulary. To develop language comprehension.		
Handwriting	Write From the Start Handwriting without Tears	1:1	Determined on an individual basis	To practice pencil grip and letter formation.	2, 3, 4, 5, 6	Teaching Assistant
Social Skills	Social Skills group	Small Group	1 x 20 minute session weekly	To learn and practice age-appropriate social skills such as listening, turn-taking and understanding others' perspectives.	2, 3, 4, 5, 6	Teaching Assistant

We regularly monitor the delivery and impact of the interventions delivered through the school to ensure they are making an impact and represent good value for money. Additionally, we are always looking for new and innovative approaches to supporting children's learning.

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Wave 3

Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

Type of Provision	Name of intervention	Group/ Individual	Timing	Expected Outcome	Year groups	Teacher/ Teaching Assistant
Speaking/ Language	Speech & Language Support	Individual	1x 30 minute session to complete speech programme set by Speech & Language Therapist	To gain success against a child's own speech and language targets	Years R - 6	Special Needs Assistant
Mental health and well-being	Emotional Literacy Support	Individual	1 x 30-minute session weekly	To provide emotional support to children to address identified concerns such as anxiety or low self-esteem	Years R - 6	ELSA
Mental health and well-being	Drawing & Talking	Individual	1 x 30-minute session per week for 12 weeks	To provide an outlet for emotional difficulties affecting their mental health and well-being	Years R - 6	ELSA
Fine & Gross Motor Skills / Sensory Regulation	Occupational Therapy	Individual	Determined on an individual basis	To target a particular need eg. handwriting, balance, dressing skills, sensory regulation etc	Years R-6	Special Needs Assistant

Visual Processing	Vision Therapy	Individual	20 minutes per day	To increase visual processing performance	Year 5	Special Needs Assistant
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