

EYFS: Scaffolding and adaptation across the Curriculum:

Golden thread: In the Early Years, we prioritise high expectations for all children and adapt provision through *how* adults interact, scaffold and respond, rather than through different learning intentions. All children access the same ambitious curriculum, carefully sequenced with adaptation achieved through responsive teaching, consistent routines, purposeful environments and high-quality adult interactions.

Inclusion is a golden thread running through every aspect of EYFS practice. Adults identify children's starting points quickly and accurately and make reasonable adjustments from the outset so that children with SEND, those who are disadvantaged and those facing other barriers can achieve, belong and thrive. Adaptations are embedded in daily practice and focus on supporting communication, reducing cognitive load, promoting regulation and enabling meaningful participation, rather than lowering expectations.

High-quality adult interactions are central to learning in EYFS. Adults notice children's interests, follow their lead and deepen learning through intentional modelling, rich vocabulary, sustained shared thinking and purposeful questioning. Interaction routines are consistent across the setting so that children experience predictable language, clear expectations and secure relationships. Adults balance when to step in and when to step back, ensuring that children are supported to think, talk and act independently.

Teaching in EYFS is responsive and cumulative. Adults use observation and assessment to inform next steps, revisiting key knowledge, vocabulary and skills across the day and over time so that learning becomes secure. Scaffolds are planned, flexible and temporary, enabling children to build confidence, independence and resilience as support is gradually reduced.

Through this approach, children develop the foundational knowledge, language, self-regulation and learning behaviours they need to be ready for Year 1. Gaps are identified early and addressed through adaptive teaching and targeted support, ensuring that all children leave the Early Years well prepared for the next stage of their education.

KS1: Scaffolding and adaptation across the Curriculum:

Golden thread: In Key Stage 1, we hold high expectations for every pupil and adapt through *how* we teach rather than *what* is taught. All children access the same ambitious curriculum, with learning adapted through clear modelling, structured talk, purposeful scaffolds and responsive adult interactions. Teachers use consistent routines, explicit instruction and carefully sequenced steps so that pupils can build secure foundational knowledge in reading, writing and mathematics, while also developing confidence, independence and resilience across the wider curriculum.

Inclusion is a golden thread running through all teaching. Teachers identify barriers early and make reasonable adjustments as part of everyday practice so that pupils with SEND, those who are disadvantaged and those facing other vulnerabilities can achieve, belong and thrive. Adaptations focus on reducing cognitive load, supporting language and communication, and enabling success through representation, structure and talk rather than lowering expectations.

High-quality adult interactions are central to learning in KS1. Adults model thinking aloud, ask purposeful questions, and use shared language and sentence stems to support pupils to explain, reason and reflect. Scaffolds are planned, temporary and deliberately removed as pupils gain confidence and independence. Teaching assistants are deployed to reinforce

learning, model language and support regulation, enabling pupils to remain meaningfully engaged in whole-class learning.

Through this approach, pupils develop the foundational knowledge, skills and behaviours they need to be ready for the next stage of learning, with gaps identified quickly and addressed through adaptive teaching and targeted support.