



Knowledge Organiser for Staff

CULTURE & BELONGING (Scaffolding behaviour for learning)

Approach	What this looks like in practice	Impact
Behaviour Blueprint	+ves first; shared language; restorative conversations	↑ behaviour for learning ↑ belonging
Best Learning displays	Exemplars that reflect school standards	↑ expectations ↑ motivation ↑ belonging
Learning Behaviour Board	Vision + learner qualities displayed, linked to behaviours	↑ motivation ↑ belonging ↑ learner qualities
Class names with meaning	Local figures, curriculum links, social justice, diversity	↑ belonging

DISPLAY (Low arousal, high impact)

Approach	What this looks like in practice	Impact
Low-arousal	Hessian backgrounds, limited colours.	↑ attention
Vocabulary	Tier 2 & 3 words explicitly taught + displayed	↑ access, esp. C+L + EAL
Working walls	Modelled flipchart pages added during learning	↓ workload ↑ retrieval; enables instructional teaching
Visual timetable	Clear timetable for the day displayed	↓ dysregulation ↑ learning time

CLASSROOM MANAGEMENT (Attention & instruction first)

Approach	What this looks like in practice	Impact
Tables front-facing	All pupils oriented towards the teacher + board	↑ attention
Visualisers	Live modelling of thinking, writing + processes	↑ access to independent tasks

RESOURCING (Consistency & independence)

Approach	What this looks like in practice	Impact
Individual pencil cases	Every pupil has their own core equipment	↑ independence ↑ learning time
Pre-printed books	Models, K.Os, sequences already embedded	↓ workload ↑ curriculum standards + clarifies sequence

ROUTINES (Predictability = less lost learning time)

Approach	What this looks like in practice	Impact
Consistent timetables	Same structure day-to-day	↑ focus on learning content, not procedure
Entry routines	Immediate independent task; +ve reinforcement; TAs support regulation	↑ learning time ↑ behaviour for learning
Silent Signals	Signals: learner listening-partners-thinking- <i>I say/you say</i>	↑ behaviour for learning ↑ belonging ↑ access
Learner listening	Tracking speaker, sitting up straight, attentive posture	↑ attention
Ready to write	Correct posture, book position, pencil grip	↑ transcription foundations ↓ cognitive load
Say + rehearse	Sentence stems provided; oral rehearsal before writing	↑ access, esp. C+L + EAL

TEACHING APPROACHES (Instructional = lower cognitive load)

Approach	What this looks like in practice	Impact
Direct instruction	Explicit instruction, clear explanations, <i>I-We-You</i>	↑ equity esp. for disadvantaged
CUSP curriculum model	Knowledge-led curriculum	↓ workload ↑ curriculum + pedagogy alignment
Clear lesson structures	Retrieval-vocab-modelling-guided + independent practice	↓ cognitive load ↑ access
Dual coding	Icon + concise text; minimalist presentations	↓ cognitive load ↑ attention
Formative assessment	Mini-wbs, paired talk, choral response, cold-calling	↑ reactive adaptations ↑ success rate
Live feedback	Visualiser; circulating; marking together; green highlights	↓ workload ↑ motivation ↑ success rate

INCLUSIVE APPROACHES (Proactive adaptation)

Approach	What this looks like in practice	Impact
First 20% culture	Planning starts with the most vulnerable learners	↑ access ↑ belonging
Consistent scaffolds	Writing frames, sentence blocks, hexagons, widget	↑ thinking content ↓ thinking procedure ↑ access
TA Touchstones	TAs scaffold <i>towards independence</i> , not dependence	↑ access ↑ independence
Personalised reward charts	Individualised goals and visible success	↑ success rate ↑ motivation ↑ behaviour for learn
Sensory adaptations	Fidgets, weighted blankets, sensory circuits + room	↑ sensory needs met ↑ attention
Inclusive spaces	Rainbow Room / Inclusion Room	↑ alignment of provision to EHCP/IEP targets
STEPS de-escalation	Graduated response to dysregulation	↓ escalation ↓ step 3/4 behaviours
Keep Up interventions	Research-informed small group work based on data	↑ foundational skills ↑ access
Handwriting tram lines	All exercise books include tram line scaffolds	↑ foundational skills ↑ access ↑ presentation



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