

Rugby Free Secondary School Teaching Toolkit for Supporting Sub-Groups 2025-26

1

Key Learning & Reading

- Present key learning at the start of a unit, so students are aware of the components and composites.
- Contextualise key learning so that students are aware of what they are learning and why.
- Display key words during the lesson so that students are aware of key terminology and its meaning in context.
- Ask students to use key words and terminology in their responses to demonstrate understanding.
- Use the key literacy strategies in lesson, which are:
 1. Read together
 2. Utilise the key words poster.
 3. Ensure students get talk opportunities.

2

Time

- Give students sufficient 'wait time' when posing a question, so they have time to formulate a response.
- Ensure students are aware of the length of time they have to complete a task.
- Provide reminders of how long is left on a task.
- Ensure the times of learning episodes are varied, to ensure the pace of learning is kept high.
- Write the start and finish times of assessments on the board, like in an external examination.
- Provide additional time for students to complete assessments who have access arrangements.
- Use your time to target key students.

3

Direct & Check

- Refer to the individual mechanisms of SLANT, so that students are continuously developing their habits of attention.
- Provide information about what the lesson sequence looks like, so students know what to expect and how they can make links.
- Model what is expected of students and utilise 'I do, We do, You do'.
- Check for understanding using a range of strategies such as: questioning methods, mini whiteboards and sharing student work.
- Circulate the classroom and actively support students who require this.
- Regularly share what good looks like.

4

Visual Cues & Support

- Use dual coding where appropriate to ensure that powerpoint slides are not overloaded with text.
- Use Images to support those students who have low-levels of Literacy and who are EAL.
- Use body language cues in order to support delivery.
- Use icons to explain what type of task something is.
- Know your key students and support them at the outset of a task.
- Use Bloom's Taxonomy to facilitate greater depth in learning.
- Ensure that the SEND T&L principles are evident in classrooms.
- Ensure classrooms are conducive for learning.

Rugby Free Secondary School Teaching Toolkit for Supporting Specific Sub-Groups 2025-26

Classroom Strategies for Pupil Premium Students:

- Teacher knowledge of who Pupil Premium students are.
- Targeted questioning and cold-calling aimed at Pupil Premium students.
- Live modelling to Pupil Premium students in order to see what success looks like.
- Live feedback to Pupil Premium students in order for them to see things instantaneously.
- All students to be offered differentiated tasks wherever appropriate.
- The books of PP students to be marked first (or early on) to ensure that good quality feedback is provided.
- Positive discrimination in praise / reward points for Pupil Premium students.
- Ensure that Pupil Premium students are not sat together in seating plans.
Ensure that Pupil Premium students are not grouped together in collaborative activities.
- Phone calls to be made for those students who require additional praise / support.

Classroom Strategies for SEND Students:

- Teacher knowledge of who SEND students are.
- Powerpoints should have a pastel coloured background.
- Minimum font size of 20 on powerpoint slides.
- Powerpoints to be dual coded where possible / appropriate.
- Ensure there is clear and obvious challenge and support.
- Allow students to submit work in a variety of formats where appropriate
- Every classroom has a set of overlays, fidget toys and a set of differentiation mats.
- Ensure SCPs and Snapshots are followed.
- Model what a good response looks like.
- Use whiteboards so that students can share ideas
- Chunk the task into smaller parts
- Provide scaffolding such as writing frames.

Classroom Strategies for HPA Students:

- Teacher knowledge of who HPA students are.
- Give a choice of work from differentiated tasks.
- Push problem solving activities where students apply knowledge from a range of topics, challenging their thinking.
- Offer extension tasks.
- Challenge with questions.
- Use peer leaders to give explanations to other students.
- Share Grade 7, 8 and 9 responses and ask students to compare these against criteria.
- Give students the opportunity to 'teach' a section of the lesson or to verbalise their ideas.
- Provide regular targeted questions to HPA students. This may be in front of the rest of the class or when you are circulating while the rest of the class is working.
- Ensure they are working in 'greater depth' - use Bloom's to foreground this.