



Kingsland CE Primary School



Pupil Voice – Inclusion and Adaptive Teaching

What are we trying to find out?	To understand how inclusive the pupils feel the school is and how accessible the learning is to all pupils.
How does this link to the School Improvement Plan?	B1: Continue to implement Kingsland's Essence of Teaching and Learning, including with new teaching staff, further embedding adaptive teaching and learning strategies across each class and subject area, ensuring teachers are skilled at teaching and adapting in the moment to respond to children's emerging thinking, their curiosity and any misunderstanding, providing opportunities for children to excel in their learning and development. C2: Continue to implement highly effective adaptive teaching (high-quality inclusive teaching for all) D1: Leaders use their detailed and insightful analysis of school performance to evaluate the impact of the provision, with a particular focus on embedding new staff members, further developing the impact of adaptive teaching strategies, and further embedding the impact of the Foundational Skills and Knowledge Framework. They accurately identify, monitor and act on priorities for improvement, leading to consistently strong standards across all areas of the school. E1: Continue to prioritise Early Years with embedding a new EYFS teacher, ensuring high-quality adaptive teaching and learning for every pupil, to give children the very best start in life by implementing recommendations from Strong foundations in the first years of school, further embedding the Foundational Skills and Knowledge Framework to assist in plugging gaps in knowledge and skills, and ensuring GLD data returns to above-national averages in 2027.

Questions	Pupil Responses
How does the school make sure everyone is included?	The children found this question quite challenging initially as all the adaptations and provision is such normal practice in school – they don't consider any adaptations to be out of the ordinary or unusual as they take place every day in school. Children report that adults outside help and ensure all children are included at break and lunchtimes, including active games with Miss Walker using equipment. Children stated that 'nobody gets special treatment' meaning all children are treated with equal value and are given what they need to access the learning. Children reported specific examples of what makes them included and able to access the learning, with examples such as medical chairs, overlays, voice recorders, reading pens etc. Children also reported that Worship Times are very inclusive as everyone is welcome and equally valued. They also appreciate how parental involvement helps to ensure all children are included.

How do your teachers help you to understand your learning?	Children report that teachers adapt the teaching and learning in every lesson – they ask targeted questions to help children articulate their learning and moving their learning forwards, particularly if they need help or a recap of the key vocabulary. Children greatly appreciate that adults are happy to help, giving them time to finish their work to an excellent standard. They also state that display boards greatly help them to recall their learning, particularly with key subject specific vocabulary, and times tables. Children also appreciate the daily emotions check-ins, making sure that all children are ready to learn and supported with their mental health and wellbeing.
Do all pupils need the same amount of support to let their lights shine? Can you give an example ...?	Children were very emphatic with their 'NO', not all children require the same support, building on their learning that they accessed through worship times about equity and equality. They gave specific examples of what different children use and require to make the learning accessible for them, including voice recorders, ear defenders, dyslexia gold, special pencil grips and pens, reading pens, iPads and technology. They were adamant that not all children require the same amount of help and adult input and were clear that this is NOT a bad thing – 'everyone thinks differently so that's ok'. They appreciate small group work where direct and targeted support can be given, as well as targeted interventions at different points of the day e.g. fine motor, Theraplay, visual perception.
Is there anything that you find difficult in class? What would make it better?	Children report that 'adults know us well so know how to help'. For example, some children require print out of texts or slides so that they can clearly access and follow the learning sequence as looking at the screen is not easy for them. This led to an interesting discussion about using coloured backgrounds on the screen, with one child suggesting this would be very helpful to her, but another child reported that this would be very challenging for him as he is colour blind. The conversation was eye-opening for the children involved, and gave them an excellent appreciation of how children have differing needs, and how this is a real challenge to manage for the teachers and staff. Children also state that staff use other helpful strategies such as reminders / success criteria / checklists on the board, and sentence starters to start them off, reducing cognitive overload.
How do you teachers help you to secure basic foundational knowledge e.g. number facts, spellings, handwriting, word reading ...?	Children state that a whole range of strategies assist them to have a well-developed understanding of key foundational skills and knowledge – such as rhymes, actions for key vocabulary, singing songs, supermovers, pneumonics, repetition, recaps of previous learning. They also find actions for punctuation to be particularly helpful e.g. for full stops and capital letters, as it helps them to think in sentences. Children also report that it is especially helpful when teachers regularly use strategies to help develop their recall and memory, so that they are able to build on their prior learning and make connections with new learning. They appreciate the little, subtle reminders which help them keep on track, and focussed on the key learning. Children report too that Mrs Jones' small RWI group is very effective in helping children access phonics and early reading, going at a pace which they can cope with and build on their prior learning.
What have we learnt?	We have learnt that children have an excellent understanding of equity – knowing that children are all different and require different levels of support and strategies to help them access the learning. They were

	surprised that this was a question being asked because it is such normal practice in school, on a daily basis. It is not unusual and it would have been more of a surprise if it DIDN'T happen each day. Children also appreciate how staff know the children so well, and know what their next steps are, to move their learning forwards.
What is the impact of this area of school life on the children?	Children have excellent foundational skills and knowledge as a result of daily targeted support and an unerring focus from all staff members to ensure all children are accessing the learning and achieving their best. Staff have a clear understanding of developing a sequential curriculum, which builds on prior learning and identifies any gaps in learning, with immediate and targeted interventions put in place as required. This is how all children 'let their lights shine'.
Areas to celebrate (share good practice)	• Children's understanding of equity to ensure access for all • Teachers' knowledge of the children and how to move their learning forwards through targeted support and adaptive teaching • The wide range of adaptive teaching and learning strategies which take place in every classroom on a daily basis – this is absolutely second-nature to the children and staff • The clear focus on foundational skills and knowledge to ensure any gaps are addressed immediately, allowing children to build clear schemas of learning through solid foundations
Next steps	• Continue to build on adaptive teaching and learning strategies, reacting to the individual children's evolving needs • Continue to focus on key foundational skills and knowledge as a firm basis for learning
Number of children / year groups involved in this monitoring activity	10 children altogether – two from each year group, Y2 – Y6, with a range of SEND needs.
Date	October 2026