

Agreed Consistencies at Kingswood

Reducing cognitive load and workload through shared routines



Kingswood believes agreed consistencies are important for children and staff because they reduce cognitive load for both, while also reducing overall workload.

Learning presentation

- PowerPoint slide decks for all subjects
- Font to be used in all subjects: Sassoon Primary
- Blue pens to be used by all children in writing in KS2

Classroom displays

- Visual timetables displayed vertically
- Same Widgit images used in every classroom
- Visual timetable images taken down after each subject
- Talk bubbles

Working walls

- English working walls
- Maths working walls
- Hessian boards with navy borders

Lesson frameworks

- LO for Reading
- LO for Writing
- LO for Maths
- LO for Foundation subjects
- Reading lesson framework
- Writing lesson framework
- Maths lesson framework

Attention routine - START

- Bell used first
- Staff then say: "Start behaviours in 3, 2, 1"
- Shared language used consistently to gain attention

Behaviour and access

- Cards used for children if they need to be removed from class
- Toilet passes used consistently
- Movement breaks happen in the classroom or just outside the door
- Children do not go outside for movement breaks

Why it matters

When routines, resources and language are shared across school, pupils can focus on learning rather than working out different adult expectations.

Clarity • Predictability • Alignment • Reduced workload



KINGSWOOD VALUES

DETERMINATION

ENTHUSIASM

FRIENDSHIP

INDEPENDENCE

KINDNESS

RESPECT

*Building knowledge,
learning with purpose,
aiming for success*



★ FIVE-STAR WALKING ★

This is what it looks like...



Ordered
In register order



Silent
No talking



Single file
One behind the other



Forwards
Eyes facing ahead



Smart hands
Hands by your sides

**We move calmly, safely and respectfully
around our school.**



Sit up / Stop

Track the Speaker

Ask and Answer

Ready to Learn

Think

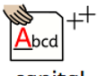


Learning frame in books



Writing example:

Year R – Year 2

I	Monday 2 nd February 2026		My Teacher
T			OT
TA	L.O: I can write a letter.		WT
P			NA
R			
Steps to Success:			
 conjunction	 full stop	 capital letters	 adjectives

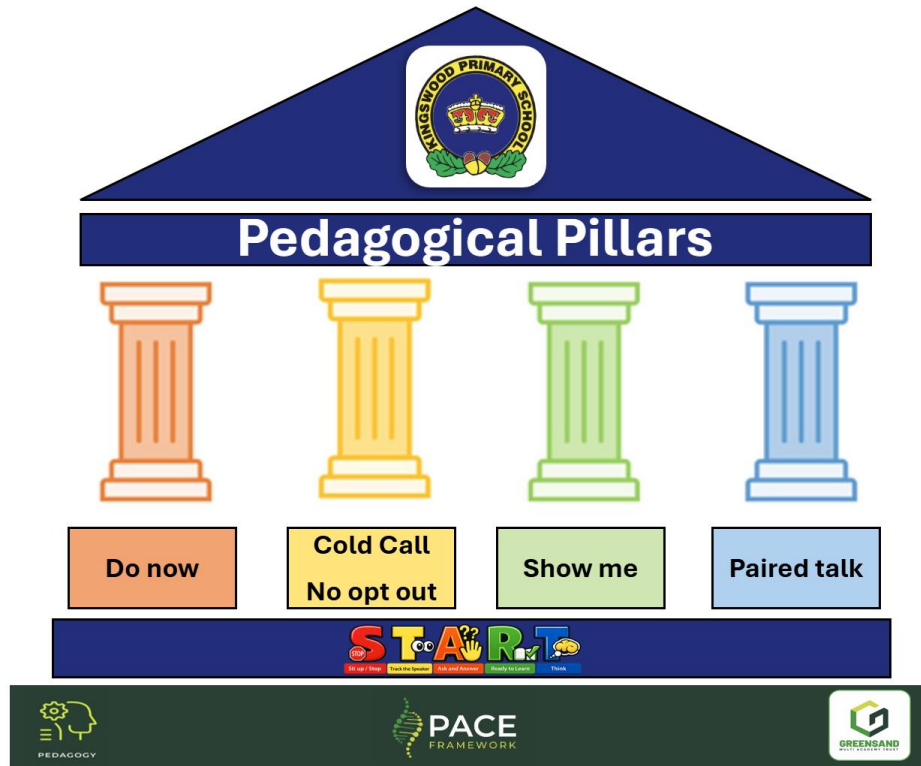
KS2

I	Monday 2 nd February 2026		My Teacher
T			OT
TA	L.O: I can....		WT
P			NA
R			
Steps to Success:			
I can use features of a letter.			
I can sequence a letter.			
I can write in the first person.			
I can use capital letters and full stops.			

- All lessons must have a Learning frame in books. (Please see frame example templates)
- The frame template(s) must be used for all subjects.
- Sassoon Primary font – size 12.



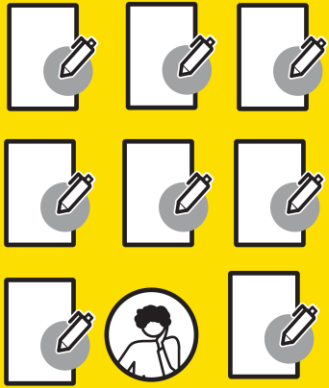
Pedagogical Pillars



- Consistent routines enable responsive teaching.
- Children know the what, why and how of learning.
- Learning time is maximised.
- All children think, participate and engage.
- Understanding is secured, not just content covered.
- Teaching is inclusive for every child.



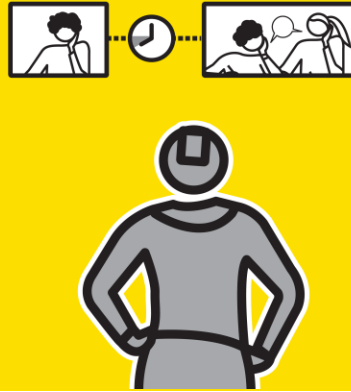
Pedagogical Pillar – Show me



ENSURE EVERY CHILD HAS A BOARD AND PEN TO HAND



SET THE QUESTION WITH A GOAL AND A TIMEFRAME



BUILD IN THINKING TIME



SIGNAL: WRITE IT, HIDE IT, 3–2–1 AND SHOW ME



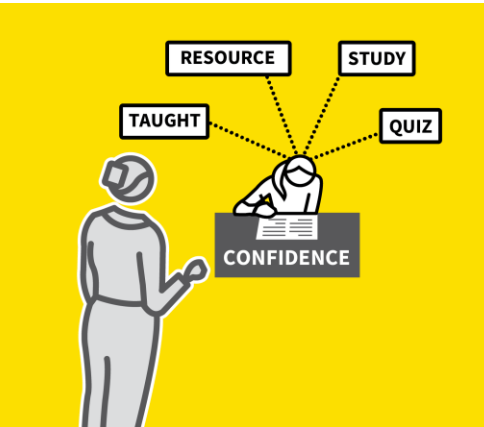
SAMPLE CHILDREN'S RESPONSES AND FOLLOW UP



- Sample responses from a whole class using mini-whiteboards.
- Children write on boards in response to questions and simultaneously show their responses.
- This gives feedback to the teacher about the range of children's responses.
- Teachers can then adapt the lesson to the feedback of the children.



Pedagogical Pillar – Do now



GENERATE QUESTIONS FROM LAST YEAR, LAST TERM, LAST WEEK



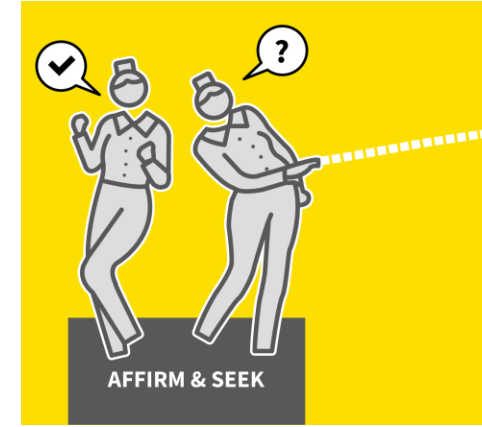
ASK A SET OF SHORT FACTUAL RECALL QUESTIONS, VARYING IN STYLE



GIVE ALL CHILDREN TIME TO ANSWER ALL OF THE QUESTIONS



PROVIDE THE ANSWERS FOR CHILDREN TO SELF OR PEER-CHECK



AFFIRM GOOD PERFORMANCE AND SEEK OUT WRONG ANSWERS



- A Do now task helps check that children have retained knowledge over time.
- A Do now task provides information to the child and teacher about where gaps exist.
- It reinforces the retrieval strength of the material so it's easier to remember later.
- A Do now task is a form of spaced retrieval practice the more it is done, the more fluently children remember.



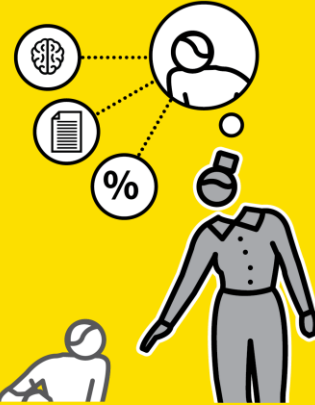
Pedagogical Pillar – Cold Calling



ASK THE CLASS THE QUESTION



GIVE THINKING TIME



SELECT SOMEONE TO RESPOND



RESPOND TO THE ANSWERS

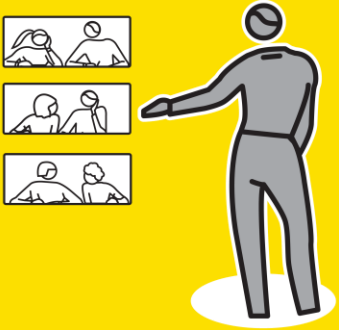


SELECT ANOTHER CHILD AND RESPOND AGAIN



- This technique helps address two main purposes of questioning: making all children think and providing feedback to the teacher about how things are going.
- If you allow 'hands up' or calling out, you only get responses from volunteers.
- Cold calling allows you to choose who answers, keeping the whole class involved and giving you better information to plan your next steps.

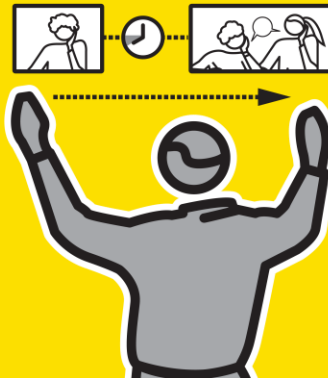
Pedagogical Pillar – Paired Talk



ESTABLISH TALK PARTNERS FOR EVERY CHILD



SET THE QUESTION WITH A GOAL AND A TIMEFRAME



BUILD IN THINKING TIME



CIRCULATE TO LISTEN AS PAIRS ARE TALKING



USE COLD CALL TO SAMPLE PAIRS' RESPONSES



- There are many times when it is beneficial for children to engage in a structured discussion.
- Pairs are a powerful way to involve all children in rehearsing and sharing ideas.
- In conjunction with Signal, Pause, Insist, teachers can switch from whole-class listening and back to paired discussion in a dynamic orderly manner.