THE CONSTELLATION TRUST

KS1 Pod - Paisley Primary School

The Pod is a Key Stage 1 internal provision at Paisley Primary School, designed to support pupils who benefit from a highly structured, predictable learning environment in order to develop foundational knowledge, learning behaviours and emotional regulation. The provision supports pupils with a range of needs, including those with EHCPs, pupils working towards EHCP outcomes, and pupils requiring bespoke support due to SEMH needs, trauma, ACEs, or cognition and learning differences.

The Pod operates as a morning-only provision, enabling pupils to access targeted support before applying and generalising their skills within their mainstream classrooms each afternoon. Integration and inclusion are central to the design of the provision.

Pupil Avatar – Who Might Be Allocated Here?

A typical pupil accessing The Pod is a learner who benefits from explicit teaching of learning behaviours alongside academic content. Pupils may:

- Be working towards EHCP outcomes or require graduated support.
- Experience difficulty with regulation, attention, resilience or independence.
- Have cognition and learning needs requiring teaching at a developmental level.
- Need support to engage with adult-led learning or sustain independent activity.
- Pupils accessing The Pod are capable learners who thrive when routines are predictable, expectations are clear, and learning is broken into small, achievable steps.

Purpose and Intent

The Pod aims to:

- Secure foundational knowledge through targeted, developmentally appropriate teaching.
- Develop pupils' ability to sit, attend, engage and work independently.
- Build resilience, self-esteem and confidence as learners.
- Support emotional regulation and readiness to learn.
- Enable pupils to successfully integrate and apply skills within their mainstream classrooms.

Curriculum Implementation

The Pod follows the TEACCH cyclical model of learning, ensuring consistency, clarity and repetition.
Independent Time: Independent time is carefully structured to:

- Build academic knowledge at the pupil's cognitive level.
- Develop attention, focus and sustained engagement.
- Support pupils to work independently at a workstation.
- Strengthen resilience, perseverance and self-esteem as learners.
- Tasks are scaffolded, purposeful and achievable, ensuring pupils experience success and confidence.

Choosing Time

Choosing time is adult-curated, with pupils selecting from carefully chosen activities that:

- Reinforce previously taught learning and foundational knowledge.
- Promote safe, respectful and purposeful play.
- Support social interaction and communication with peers.
- Encourage curiosity, exploration and intrinsic motivation to learn.
- This time supports pupils to practise skills in a semi-independent, motivating context.

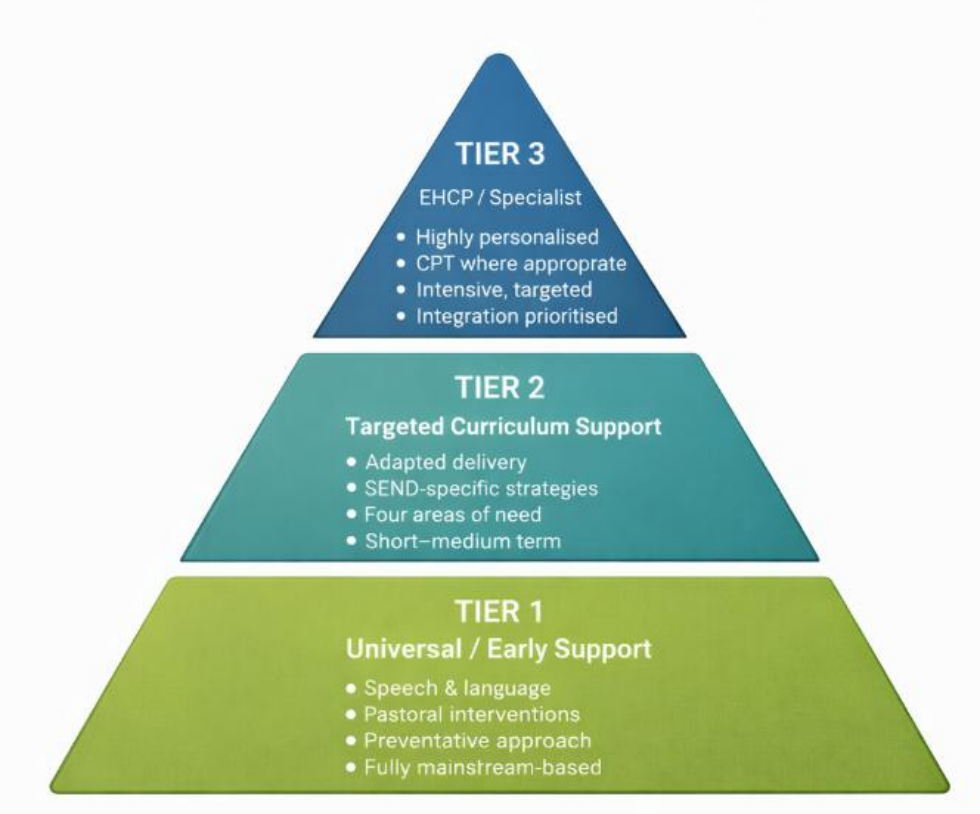
Teacher Time

Teacher time focuses on:

- The explicit teaching of new skills.
- Re-teaching and overlearning of previously introduced concepts.
- Embedding learning into long-term memory through repetition and modelling.
- Direct teaching aligned to EHCP targets or identified learning needs.

- High-quality adult interaction is central to this element.

Tiered Support Model



Foundational Knowledge

Foundational knowledge is central to The Pod and is taught at each pupil's cognitive and developmental level.

- Early Reading: Phonological awareness, early phonics, listening and attention to stories, and early comprehension skills.
- Early Maths: Number sense, counting, matching, sorting and early calculation using concrete resources.
- Handwriting: Fine-motor development, early letter formation and stamina for recording.
- Spelling: Early phonics application, sound–symbol correspondence and high-frequency words.
- Oracy: A strong focus on expressive and receptive language, turn-taking, sentence structures and functional communication.

Integration and Generalisation

A key strength of The Pod is its morning-only model, which allows pupils to:

- Practise newly learned skills within the provision.
- Apply these skills in their mainstream classrooms each afternoon.
- Generalise learning behaviours, communication and academic knowledge.
- Close collaboration between POD staff and class teachers ensures continuity, shared strategies and appropriate curriculum pitch.

Impact

The Pod enables pupils to:

- Secure foundational knowledge at their developmental level.
- Increase independence, engagement and confidence as learners.
- Develop resilience, self-regulation and positive learning behaviours.
- Apply skills successfully within mainstream classrooms.
- Remain fully included within the life of the school while receiving bespoke support.