



## Quality First Teaching

### Key characteristics of High Quality Teaching are:

- Genuine positive relationships with pupils and clear classroom routines
- Highly focused lesson design with a clear learning structure for all
- SMART learning objectives that are presented orally and visually
- Differentiation which targets specific gaps for individuals
- An expectation that all pupils will accept responsibility for their own learning and can work independently
- Classroom assistants are planned for and used to maximize learning of children of all abilities
- Explicit teaching of metacognitive strategies
- Memory supported by explicit demonstration and modelling of memory techniques
- Instructions are given in small, manageable chunks with visual cues
- Pupils are clear of what is expected of them, through use of a visual success criteria, checklists and/or WAGOLL
- Effective use of high level questioning, modelling and explaining
- An emphasis on learning through dialogue with regular opportunities for pupils to talk, both individually and in groups
- Range of groupings within the class
- Activities and listening are broken up with opportunities for discussion and kinaesthetic activities
- High demands of pupil involvement, motivation and engagement with their learning
- High levels of interaction for all pupils through use of individual whiteboards, flashcards and signals
- Understanding is checked by asking pupils to explain what they have to do before working independently
- Understanding is demonstrated and applied in a variety of ways
- Misconceptions are addressed in a timely manner and used as a positive teaching opportunity
- Technology is used to engage learners and improve access through personalised models and assessments of learning
- Learners are given opportunity to routinely reflect on their understanding and progress
- Learners are involved in feedback through self and peer assessment and reflective discussion with teaching staff
- Feedback is given during and after the learning
- A well organised classroom that is labelled (with words, pictures and/or symbols)
- Regular use of encouragement, authentic praise and rewards to engage and motivate pupils
- Praise is specific, named and based on effort rather than outcome
- Five positive comments to one negative with an ethos of peer modelling and praise
- Regular evaluation of the impact of teaching for each CYP
- Opportunities to generalise and transfer learning in different contexts
- Working walls, visual aids, vocabulary used across all subjects
- **High expectation and pitch**

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Audit tools are available for teachers to audit their own classrooms:

- Communication friendly environment checklist
- Inclusion Checklist
- Sensory audit tool

### Provision Map

Category of need:	<b>Wave 1</b> (Quality First Teaching – whole school)	<b>Wave 2</b> (additional support e.g. catch-up intervention/targeted work for particular groups)	<b>Wave 3</b> (intensive support e.g. individualised 1:1 support)	External support examples
<b>Cognition &amp; Learning</b>	<ul style="list-style-type: none"> <li>• Processing time for responses to questions or contributions to discussions</li> <li>• Direct and specific instructions using the child's name</li> <li>• Extra time for particular activities</li> <li>• Opportunities for revision and overlearning including pre and post-teach activities</li> <li>• Strategies to develop stamina, extend listening and attention</li> <li>• Jotters, writing frames, prompt sheets etc. to help aid memory, structure thinking and develop independence</li> <li>• Differentiated activities which target gaps in knowledge and understanding</li> <li>• Practical demonstrations and high quality modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Maths skills focus</li> <li>• Literacy key skills focus</li> <li>• Pre/post-teach group support</li> <li>• Fast track phonics (Y1/2)</li> <li>• Project X (Y3/4)</li> <li>• SEN Support groups (for target work)</li> </ul>	<ul style="list-style-type: none"> <li>• Precision teaching</li> <li>• 5 minute Literacy/Maths box</li> <li>• Toe by Toe</li> <li>• IDL</li> <li>• 1:1 SEN support (for target work)</li> </ul>	<p>Specialist teachers</p> <p>Educational Psychologist</p>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• Access to groupings which allow for pupils to work with peers who will provide good role models for language and communication skills, cooperation and independence.</li> <li>• Small group work to develop listening, attention and turn taking skills</li> <li>• Agreed signs/symbols used for active listening/focusing attention</li> <li>• Range of multi-sensory approaches used to support spoken language e.g. symbols, syllable tapping, gesture, pictures, concrete apparatus, artefacts, role-play</li> </ul>	<ul style="list-style-type: none"> <li>• Social Skills groups</li> <li>• Lunchtime club</li> <li>• Playground zones</li> <li>• WellComm groups (EYFS)</li> <li>• Socially speaking groups</li> <li>• SEN Support groups (for target work)</li> <li>• Talk Boost</li> </ul>	<ul style="list-style-type: none"> <li>• Social stories</li> <li>• Comic strip conversations</li> <li>• WellComm 1:1 (EYFS)</li> <li>• SAL support (using targets, strategies and resources from SALT)</li> <li>• Ginger Bear (EYFS)</li> <li>• 1:1 SEN support (for target work)</li> </ul>	<p>Speech &amp; Language therapists</p> <p>Specialist teachers</p>
<b>Social, Emotional, Mental Health</b>	<ul style="list-style-type: none"> <li>• Flexibility in timetabling</li> <li>• Circle time/opportunities to discuss feelings, emotions and conflict resolution</li> <li>• Strategies to self-regulate</li> <li>• Opportunities to share worries with trusted adults</li> <li>• Class responsibilities and other opportunities to raise self-esteem</li> <li>• Pupil input into class Code of Conduct and regular</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills groups</li> <li>• Social stories</li> <li>• Zones of Regulation support work</li> <li>• Self-esteem support</li> <li>• Nurture group</li> <li>• SEN Support groups (for target work)</li> </ul>	<ul style="list-style-type: none"> <li>• Boxall targets</li> <li>• 1:1 pastoral support, counselling</li> <li>• 1:1 SEN support (for target work)</li> <li>• Transition times support</li> <li>• 1:1 de-escalation</li> <li>• A confident me</li> </ul>	<p>CAMHS</p> <p>GHIST</p> <p>CFW service &amp; specific charities e.g.CANW</p>

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	<p>reference to this</p> <ul style="list-style-type: none"> <li>Agreed relaxation space, quiet times and brain breaks. Fiddle toys and movement breaks.</li> </ul>			
<b>Sensory &amp; Physical</b>	<ul style="list-style-type: none"> <li>Multisensory teaching and learning approaches</li> <li>Access to resources to aid access to the curriculum (pencil grips, writing slopes, word processor etc.)</li> <li>Movement breaks</li> <li>Appropriate seating positions with adequate space</li> <li>Appropriate chair and desk height</li> <li>Adjust whiteboard background</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting support</li> <li>'Write from the start' programme</li> <li>Motor skills groups</li> <li>SEN Support groups (for target work)</li> </ul>	<ul style="list-style-type: none"> <li>1:1 specialist support (using OT and/or Physiotherapy recommendations)</li> <li>Specialist equipment (seating, hoists etc.)</li> <li>Recommendations from VI and HI teachers</li> <li>Sensory diet/activities</li> <li>1:1 SEN support (for target work)</li> </ul>	<p>Occupational therapy</p> <p>Physiotherapy</p> <p>Specialist teachers</p>

**Please see following pages for Assessment tools**

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### Assessments

	Assessments	Outcomes
<b>Cognition &amp; Learning</b>	BDA checklist for identifying Dyscalculic learning difficulties	To identify mathematical difficulties
	BDA checklist – primary Dyslexia (Also see Red Flags for Dyslexia)	A tool used to help understand whether there is a likelihood of dyslexia, and whether further investigation should take place. Dyslexia can only be diagnosed through a formal Diagnostic Assessment.
	GL Dyslexia screener online GL Dyslexia Portfolio	
	Sentence completion test	To identify writing speed. Can also be used to establish attitudes and self-esteem difficulties.
	Digitspan	To investigate verbal memory difficulties.
	Goodenough draw a person	Compares scores for the drawing with standardised scores to give an indication of cognitive ability.
	EYFS checklist (labelled and non-labelled versions available)	This checklist is designed to be used as a first step in identifying the needs of pupils who are <b>achieving below the expected level in the classroom</b> . It is not a diagnostic tool. Use of the checklist should always be followed by the appropriate recommendations and next steps.
	Primary checklist (labelled and non-labelled versions available)	
<b>Communication and Interaction</b>	IDP Primary SLCN pupil profile	Checklist to identify speech, language and communication needs
	IDP SLCN identify - primary	As above but specifically identifies areas of difficulty
	Pragmatics skills checklist	Identifies issues with language in social situations
	Primary checklist 5-11 - Communication Trust	Identifies SLCN
	Primary milestones poster	Age-related expectations for SLC
<b>Social, Emotional, Mental Health</b>	ADHD checklist	Initial checklist for Attention Deficit Hyperactivity Disorder
	AQ child 4-11 (with scoring key)	Behaviour and personality questionnaire
	Leuven well-being and involvement scales (EYFS)	Observation tool to identify wellbeing and interaction issues
	SDQ 2-4 SDQ 4-17	To identify strengths and difficulties at ages 2-4 and 4-17
	Social communication disorder questionnaire	Identify traits relating to ASD
	Emotional Literacy	
<b>Sensory &amp; Physical</b>	Developmental coordination disorder questionnaire	Identifies issues relating to movement and coordination difficulties
	Pre-writing skills Checklist	Identifies issues with fine motor skills needed for writing
	Sensory checklist	Identifies sensory difficulties

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*\*There are also a range of **Target Ladder** books to support target setting for Dyscalculia, Visual Perception, Dyslexia, Behavioural/Emotional/Social difficulties, Autism, Speech/Language & Communication needs, Sensory Processing, Developing coordination, Working memory & Auditory Processing*

**Pupil Voice tools** – these are often used to inform CAF/TAF processes to gather the views of the child:

**My Star** (may be used with Family Star) covers eight outcomes areas relevant to child's life:

1. Physical health
2. Where you live
3. Being safe
4. Relationships
5. Feelings and behaviour
6. Friends
7. Confidence & self esteem
8. Education & learning

**Three Houses** allows for child to give views on 'house of worries', 'house of good things' and 'house of dreams'