



## Quality First Teach (Wave 1) at WFIS & Nursery- EYFS

*'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistant or specialist staff.'* (SEND Code of Practice)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. **All pupils** should have access to and benefit from access to the following specified key areas of pupils learning:

<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>* 'Give Me 5!' – whole body listening strategies (Reception).</li> <li>* Ears Listening, Eyes looking, Lips closed, Hands in baskets (Nursery).</li> <li>* Visual timetables or instructions using Widget symbols.</li> <li>* Clear instructions/information given by the teachers (<b>not</b> multi-step).</li> <li>* Focus on vocabulary (new or previously learned), clearly displayed on walls or word mats with visuals alongside words.</li> <li>* Visual pictures to match key vocabulary.</li> <li>* Speaking frames/language structures.</li> <li>* Oracy activities and actions, especially before writing, story maps and talk for writing.</li> <li>* Calm environments.</li> <li>* Support and development as a priority in the Early Years - teaching good communication skills from the start of nursery.</li> <li>* Structured routines.</li> <li>* Purposeful use of adults who have a clearly defined role in the lesson.</li> <li>* Sound tins and menu stands with LO/key questions on table activities in Reception to develop children's listening skills.</li> </ul>
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>* Differentiated planning - Quality First Teaching with learning matched to individual needs through differentiated activities, targeted children for next steps in their learning is identified on planning addressed within discovery time.</li> <li>* Adult modelling high expectations before independent learning activities.</li> <li>* Differentiated carpet learning utilising adults effectively.</li> <li>* Visual prompts for learning on display in the areas for learning.</li> <li>* Learning Patches in Reception to monitor quality of learning and learning areas accessed.</li> <li>* Journey wall and photo walls to showcase and celebrate learning and for children to see their progress in learning.</li> <li>* Use of concrete/real life resources across all subjects.</li> <li>* Multisensory teaching techniques to enable pupils to access the curriculum through their preferred learning style.</li> <li>* Continuous provision to promote independence and embed learning across all areas of the EYFS.</li> <li>* In Nursery phase one phonics teaching in small groups and phase 2 phonics as a whole class.</li> <li>* Writing frames or visuals prompts to support writing and mark making.</li> <li>* Close procedures and 'chopped up' sentences in Reception.</li> <li>* 'Tickled Pink' and 'Green for Growth' marking policy to highlight key strengths and areas for development (Reception).</li> <li>* Use of 'next steps' in lessons to take all children to the next steps in their learning.</li> </ul>
<b>Social, Mental and Emotional Health</b>	<ul style="list-style-type: none"> <li>* WFIS &amp; Nursery has a consistent behaviour code throughout the school.</li> <li>* Give regular praise to reinforce and encourage good listening and learning behaviour (Positive redirection- telling them what to do rather than what not to).</li> <li>* Peer support and carefully considered seating plans.</li> <li>* Mood monsters and verbally describing feelings when situations arise.</li> <li>* Giving positions of responsibility to promote positive self-esteem.</li> <li>* We build positive relationships with the children and families.</li> <li>* Assemblies in Reception are themed to reinforce our 'rules' and positive behaviours including a celebration assembly which celebrates the children's achievements.</li> <li>* 'Stop I don't like it' is reinforced.</li> <li>* Circle time and PSHE is delivered as part of the curriculum.</li> </ul>

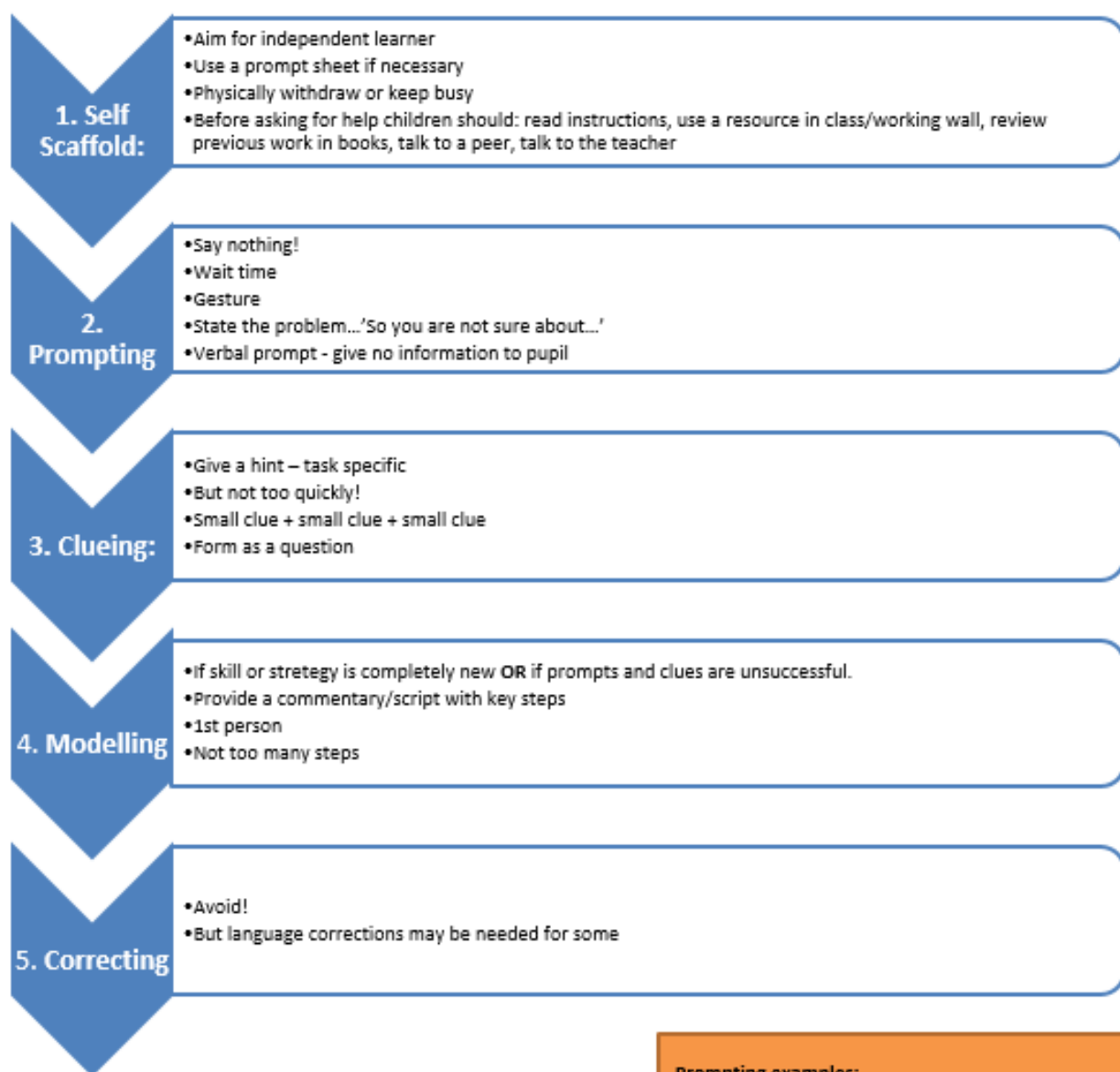


**Sensory and/or  
physical needs**

- \* Multi-sensory teaching techniques.
- \* Classrooms and school are accessible to all pupils.
- \* Sensory resources to support learners.
- \* Talk partners and talk for writing learning opportunities planned for.
- \* Smartboards/ICT in every lesson to enhance learning opportunities.



## AT Interaction Framework



### Prompting examples:

I'm not sure – can you remember what the teacher said?

How can you find out about...?

What do you notice about...?

What do you already know that could help you...?

What happened when you got stuck before?

How can you use what you learned last week to help you here?

What can you use to help you with this?

Who else could help you?

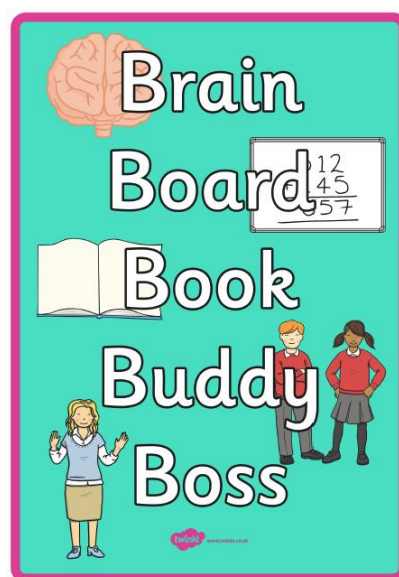
What would help you avoid distractions?

What could you teach me about...?



**Whole Body Listening** – we regularly use the language of **Give Me 5!** in lessons and assemblies

We encourage 'self-scaffolding' with strategies like **Brain, Board, Book, Buddy, Boss**.



## Task sheets

LO: \_\_\_\_\_

Task	Instruction	Complete
1		
2		
3		
4		
5		

Reminders:

LO: \_\_\_\_\_

Task	Instruction	Complete
1	Stick in the LO and date	
2	Start question 1	
3	Follow Success Criteria for calculation	
4	Check answer with a partner	
5	Complete questions 2-5	

**Reminders:**  
Form the number 5 correctly

Where children need additional support to organise themselves and develop independence, we use **task sheets, prepared before or during the lesson by ATs**.



## Strategies to engage all learners during whole class teaching

Below are some of the ideas shared at the INSET day. Have a go at using some you have not tried before!

<b>Nursery</b>	<ul style="list-style-type: none"><li>• Due to the age of the children, the nursery staff always call children by their name when they would like them to answer a question</li></ul>
<b>Reception</b>	<ul style="list-style-type: none"><li>• Talk partners</li><li>• Sitting in a circle and passing around the class teddy.</li><li>• Giving children the class teddy and letting them decide who to pass it to next</li><li>• Hands on head if you think xxxx, hand on nose if you think xxxx</li><li>• Thumbs up/ thumbs down</li></ul>
<b>Year One</b>	<ul style="list-style-type: none"><li>• Class dojo generator</li><li>• Ask for hands up, then choose a child with their hand down.</li></ul>
<b>Year Two</b>	<ul style="list-style-type: none"><li>• Class dojo generator</li><li>• Talk partners: targeting through specific questioning from adults in the classroom.</li><li>• Discuss first, the asking children to share their ideas</li></ul>

- We discussed there is a time for 'hands up' e.g. if you are asking the meaning of a new vocabulary, you need to choose a child who thinks they have the correct answer in order to move the learning of all children forwards, and keep the pace of the lesson.
- However, it is important that this is not used as the *only* means of sharing ideas, as some children take longer to think of their answer and can feel threatened by those who always put their hands up straight away. This can lead to children opting out of learning.
- By asking children to do things such as, putting their finger on their nose to share their answers, as an alternative to hands up, you as class teacher can see who has an answer ready in a discrete way, giving the other children more thinking time before arriving at their answer.
- If we scaffold, before giving a question, this will also support children in their thinking and help them to arrive at an answer, before we ask them to share it.