



Quality First Teach (Wave 1) at WFIS & Nursery

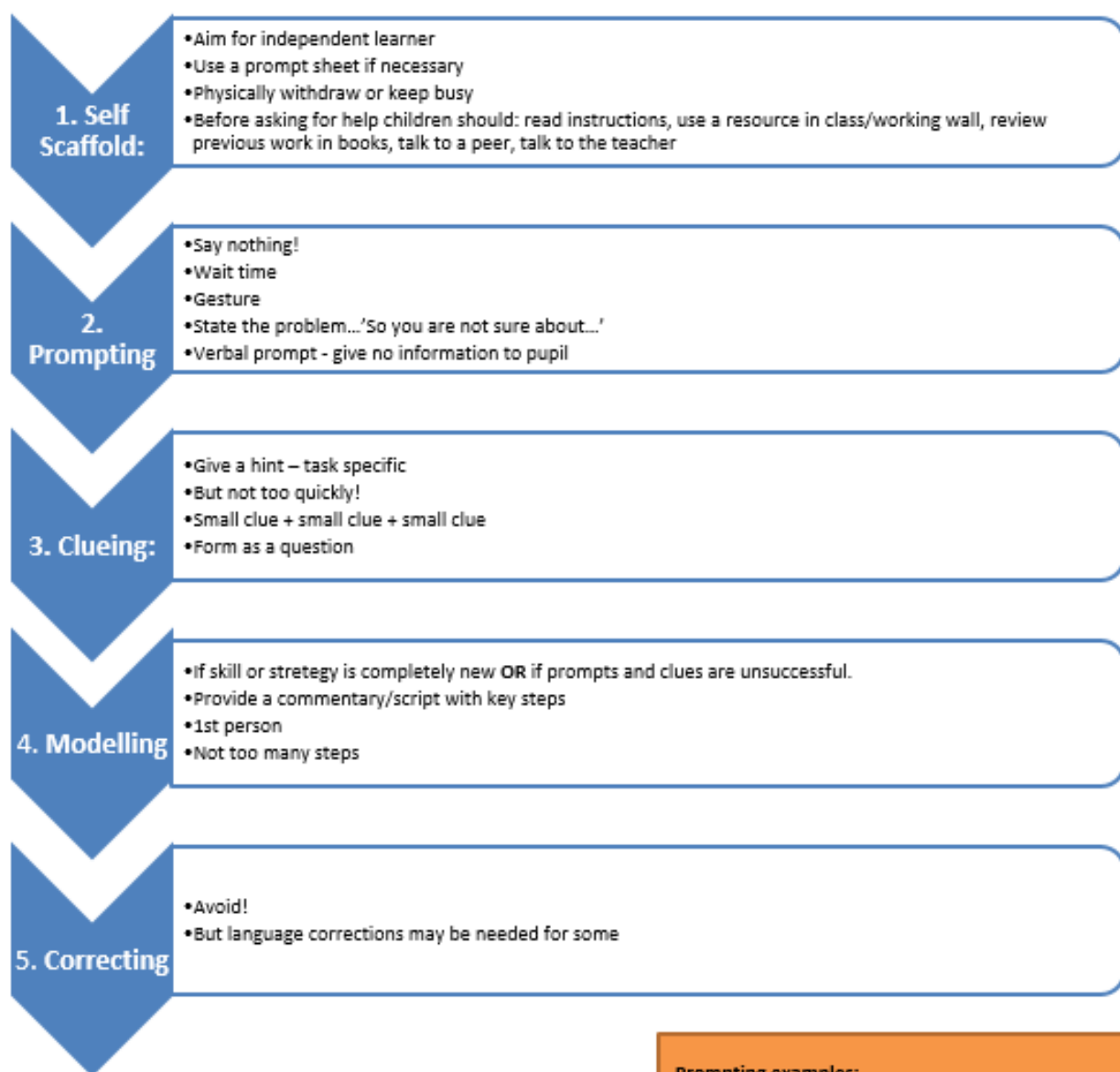
'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistant or specialist staff.' (SEND Code of Practice)

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** will benefit from access to the following specified to key areas of pupils learning:

Communication and Interaction	<ul style="list-style-type: none"> * 'Give Me 5!' – whole body listening strategies * Visual timetables or instructions using Widget symbols * Clear instructions/information given by the teachers (not multi-step) * Focus on vocabulary (new or previously learned), clearly displayed on walls or word mats with visuals alongside words * Speaking frames/language structures on the board * Oracy activities, especially before writing * Calm environments * Clear and simple 'Success Criteria' * Support and development as a priority in the EYs- teaching good communication skills from the start of nursery * Structured routines * Purposeful use of adults who have a clearly defined role in the lesson
Cognition and Learning	<ul style="list-style-type: none"> * Differentiated planning - Quality First Teaching with learning matched to individual needs through differentiated activities * Adult modelling before independent activities * Differentiated carpet learning utilising adults * Working walls in classrooms to enable pupils to access visual prompts for learning * Use of concrete/real life resources across all subjects * Multisensory teaching techniques to enable pupils to access the curriculum through their preferred learning style * Phonics whole class teaching * Writing frames with visuals or space to draw before writing * Close procedures and 'chopped up' sentences * 'Task planner' board breaking down key steps to complete the task * 'Tickled Pink' and 'Green for Growth' marking policy to highlight key strengths and areas for development * Use of 'next steps' in lessons to take all children to the next steps in their learning.
Social, Mental and Emotional Health	<ul style="list-style-type: none"> * WFIS & Nursery has a consistent behaviour code throughout the school * Give regular praise to reinforce and encourage good listening and learning behaviour. (Positive redirection- telling them what to do rather than what not to) * Peer support and carefully considered seating plans * Zones of Regulation (ZoR) embedded throughout the school * Giving positions of responsibility to promote positive self-esteem. * We build positive relationships with the children and families * Assemblies are themed to reinforce our 'rules' and positive behaviours including a celebration assembly which celebrates the children's achievements * Circle time and PSHE is delivered as part of the curriculum
Sensory and/or physical needs	<ul style="list-style-type: none"> * 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?

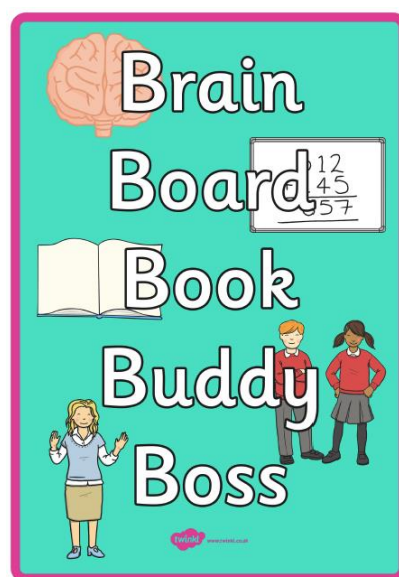
What would help you avoid distractions?

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!

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

- 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.