

### The Learning Environment

- Visual timetables used throughout the day
- 'No hands up policy to encourage all learners to be active learners.
- Displayed learning objective and success criteria
- Self-registration in the nursery
- Writing and maths resources available for children to make use of and create independence
- Balance of teaching displays and celebration of children's work
- Smartboards and ICT in every lesson to enhance learning opportunities
- Use of practical resources to support learning
- Talk partners and talk for writing learning opportunities planned for
- Classroom behaviour management strategies and reward systems such as 'dojo's'
- School Values

### Assessment and Progress

- Green for growth marking policy to highlight areas to celebrate and next steps in learning
- Use of weekly evaluations to inform future planning and next steps for children
- Self and peer assessment in all lessons
- Use of next steps for English and Maths to take children to their next step in learning
- Children self-editing to further improve their learning.

### Teaching and Learning

- The use of a range of motivating teaching strategies e.g. physical, visual, auditory
- Differentiated questioning
- Differentiated carpet learning
- Use of adults to ensure maximum impact on learning
- Differentiated resources
- Targeted focus groups for maths and English where necessary to promote personalised learning
- Children heard to read individually by the class teacher, assistant teacher and in group situations
- Use of specialist teachers for P.E and Music
- Full time Assistant Teachers in every class
- Whole school training
- School trips to provide children with the opportunity to extend learning outside of the classroom.
- Use of experts and outside speakers to share knowledge of their field.

### Wave 1 Provision

Quality First Inclusive Teaching for all pupils

Outlined in the five headings is the provision we provide for all pupils at Wallace Fields Infant School and Nursery

High quality inclusive first teaching is teaching that is differentiated and personalised and will meet the individual needs of the majority of children and young people.

### Spiritual, Moral, Social and Cultural well being

- Enrichment activities
- Merit assemblies to celebrate learning
- Broad and balanced creative curriculum
- Superstars to celebrate learning
- Class Assemblies
- Afterschool clubs
- Before and after school provision
- Giving children different responsibilities in the form of monitors, servers and playtime pals
- Values based learning
- Task time activities
- Pupil Parliament

### Partnerships

- Use of parent helpers to provide support when reading
- Partnerships with local schools
- Home activities, spelling and reading agreement
- Reading Eggs provided for all pupils to encourage consolidation of learning outside of the classroom in partnership with parents.
- Partnerships with other school and nurseries to enrich learning

## English

Teachers use assessment to identify any gaps and misconceptions and use fluid grouping and quality first teaching to address these.

## Additional Reading

Each child is heard to read three times a week by a school adult. If a child has been identified as working in the lowest 20% of the school they are read with every day.

All children use fully decodable books which are matched to their phonics knowledge.

## Phonics and Common Exception Words

Children identified as needing additional phonic support attend keep up sessions daily.

Through close assessment, gaps are identified and a letter regarding phonics interventions is sent home to parents to make them aware of the support they are receiving at school and how they can support at home.

Children use Reading Eggs in school as an intervention if they require more intensive support.

## Wave 2 Provision

Wave 2 provision is designed for children who are of initial concern and for those whom a well-structured programme planned for by their class teacher and delivered by their class assistant teacher will be enough to enable them to make accelerated progress.

## Maths

Children are supported with daily keep up sessions focussing on addressing any misconceptions. Early Birds interventions take place twice a week, for key identified children and are closely matched to the child's gaps in learning and will address number recognition, counting, calculating and shape, space and measure.

## Handwriting

Children requiring additional support with their handwriting will have the opportunity to practise handwriting in groups using a variety of multi-sensory approaches and tools including paint, chalk, Ipads, sand and glitter, as well as in their handwriting book using handwriting line guides.

### 1<sup>st</sup> Class @ Number

1stClass@Number is a math intervention programme designed to help children develop their mathematical understanding. The intervention support focuses on number and calculation, developing children's mathematical understanding, communication and reasoning skills. Stimulating, enjoyable games and activities engage the children and build their confidence. Each topic starts with a simple assessment that helps the assistant teacher to tailor sessions to the children's needs.

### WellComm Language

WellComm is a speech and language toolkit produced to screen pupil's language skills. Once a pupil has been screened we are able to provide a series of practical interventions designed to support and develop children's speech and language skills.

### Speech and Language

- Time to Talk

A speech and language programme to develop oral and social skills. Designed for small groups focussing on listening and attention, memory sequencing and organising, vocabulary and social use of language.

- Black Sheep Press

This programme focusses on sequencing, word order in sentences, the use of past, present and future tenses and aims to develop narrative skills in speech and language.

- Individualised Speech programmes designed by an NHS speech therapist

Once a referral has been made and is successful a therapist will come into assess the child and provide a programme with suggested recommendations and strategies to follow for individual children.

- School based Private Therapist- Beth McLeod

For key identified children with speech and language difficulties who require immediate therapy. Beth will assess children within school and provide intervention suggestions and where necessary provide direct input.

### ELSA - Emotional Literacy Support

The emotional literacy support assistant plans and delivers programmes of support to pupils who are experiencing temporary or longer term additional emotional needs. Children are usually referred to their class teacher, Senior Leaders or the SENDCo

### Wave 3 Provision

Wave 3 provision is designed for children where Quality First Teaching and Wave 2 catch-up intervention programmes are not enough, It may need to be a more intensive programme, involving more individual support or specialist expertise.

### Handwriting

- Handwriting Without Tears

The Handwriting without Tears<sup>®</sup> programme follows research that demonstrates children learn more effectively by actively doing, with materials that address all styles of learning.

### Occupational Therapy

Programmes to support children with physical difficulties, co-ordination difficulties, fine motor and handwriting difficulties, perceptual difficulties, sensory difficulties, developmental delays and social communication disorders. We implement a series of fine motor and gross motor activities for key identified pupils.

A therapist will come into assess the child and provide a programme with suggested recommendations and strategies to follow for individual children.