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| **Key Ingredients for Quality First Teaching**1. **High Expectations 2) Exemplary Behaviour 3) Differentiation 4) Rigorous planning, assessment and evaluation 5) Positive Ethos for Learning**

 **6) Questioning 7) Learning Environment 8) Reflective Learners 9)Transition 10) Active Listening 11) Learning Objectives and Success Criteria** |
| **A Holistic Approach**  | **Quality First Teaching for All** | **Personalised Learning and Reasonable Adjustments** |
| **Cognition and Learning** | * Activities appropriately support and challenge
* Access to key/common words, alphabet mats, word mats, number lines, practical resources
* Learning objective and Success Criteria accessible and visible
* Designated space to sit during whole class teaching and group work
* Adults available to support during unstructured times of the day
* Learning opportunities to be active and multi-sensory
* Learning activities to be purposeful
* Opportunities to share ideas and be involved in planning
* Regular opportunities to talk and ask/answer questions
* Appropriate follow on tasks offering further challenge, consolidation or calm/process time
 | * Activities are scaffolded and resourced according to personal need for example through Lists/Visual aids/Task boards/Writing Frames/Font size and type/paper colour and size
* Children have access to an example and a part-completed example to attempt before trying the task
* Adults support targeted children during whole class teaching and have personal resources to support access and understanding
* Children have appropriate opportunities to check they understand
* Children have access to quiet places to work/use of distraction boards/fiddle and think equipment/move and sit cushions/concentration breaks/task followed by reward
* Visual prompts and reminders/opportunities for re-modelling and explaining
* Opportunities to rehearse ordering and sequencing with visual aids
* Short and simple broken down instructions in written/visual form
* Mind maps, brainstorming, story maps and partner work
* Tasks related to individual interests
* Concepts modelled and supported with visual aids and practical hands-on tasks
* Use of visual timetables for certain tasks/tick lists/labels on equipment with pictures
* Pre-taught vocabulary
* Opportunities for over-learning
* Tasks with simple presentation but with the same level of challenge
* Alternative means of recording (ICT/scribe/pictures etc)
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| **Physical and Sensory** | * Regular and carefully planned opportunities to use outside learning environment
* Regular and planned opportunities for multi-sensory learning
 | * Left and Right handed scissors available
* Positioning in class to be considered
* Designated seat/table/spot with carefully thought out table places
* Move and sit cushions/specialist equipment/writing slope/foot rest/pencil grip
* Sensory toys and equipment
* Planned movement breaks and use of timers
* Use of a buddy during PE as a visual aid for the child, space markers
* Carefully chosen coat pegs, going first/last at transition times
* Visual prompts with ‘hands-on’ opportunities to reinforce learning
* Opportunities to be as independent as possible
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| **A Holistic Approach**  | **Quality First Teaching for All** | **Personalised Learning and Reasonable Adjustments** |
| **Social, Emotional and Mental Health** | * Regular use of positive praise
* Whole class reward system
* Clear rules and expectations
* Well planned transitions both within class and the wider school environment
* Opportunities to develop team work
* Adults that model and explain
* Adults to model making mistakes and how we can learn from them
* All children have the opportunity to work without an adult
* Regularly planned circle times
* Opportunities to reflect and act on feedback
* Golden words (whole school ethos)
 | * Explicit praise/individual reward system
* Opportunities to reflect on what has gone well individually or as part of a small group at the end of each day
* Opportunities to participate in activities that build resilience with key adult support
* Carefully chose learning partner where interaction is supported by an adult
* Team of safe adults within the class and Senior Leadership Team
* Well modelled social skills by adults and peers with adult support during structured and unstructured times of day
* Access to organised games/quiet activities or space to be alone
* Access to calming activities
* Use of individual timetables and count downs to and warnings of change
* Clear expectations that are broken down and presented visually with careful consideration given to individual rewards and motivators
* Use of a ‘safe space’ within the classroom
* Adults are available to explain
* Designated space in the line, use of a buddy, transition object or transition job to provide focus during transition
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| **Language and Communication** | * Effective questioning
* Regular and planned opportunities to talk with learning partners that change regularly
* Regular opportunities to ask and answer questions
* Effective modelling from all adults
 | * Opportunities to hear and work with peers and adults who model clear speech sounds and good language
* Build on strengths and other communication strategies
* Visual aids and prompts
* Model back sentences correctly
* Opportunities for over learning vocabulary/pre-teaching vocabulary
* Vocabulary supported visually or with practical objects
* Regular opportunities for multi-sensory learning
* Opportunities to talk in pairs/smaller groups
* Support with social skills required when working as a pair/part of a group
* Check their understanding
* Additional time to process/ask and answer questions
* Targeted adult support during whole class teaching
* Alternative means of communication
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