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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) |
| **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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| **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 |
| **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 |