

Quality First Teaching and Learning Provision.

Type of provision	Actions / provision in place
Promoting Independent Learning	<ul style="list-style-type: none"> • Corridor displays to support independent learning. • Interactive classroom displays, working walls, VCOP boards, • Personalised targets for each child in reading, writing and mathematics, • Use of success criteria in each lesson • Self and peer assessment. • Resources are accessible, clearly labelled and age appropriate. • Reflection time incorporated into weekly timetables (DIRT tasks). • Individual work stations if required. • Calm background music if required. • All areas of the school environment utilised for teaching e.g. outdoor areas, computing suite, woodland area, • Seating / grouping arrangements – flexible to suit different groups of pupils and different tasks. • Behaviour Staircase – clear expectations for behaviour. • Reward systems • Visual timetables in every classroom • Visual prompt cards if required • Well established classroom routines. • Values education underpins all relationships and teaching. This impacts on all areas of school life and contributes to improving academic progress
Setting Suitable Learning Challenges	<ul style="list-style-type: none"> • Effective planning – linked to National Curriculum and EYFS Curriculum • Rigorous data analysis used to guide planning • GL assessments guide planning and next steps in learning. • Personalised targets for all children. • Curriculum planning which incorporates opportunities to embed skills (mastery) and develop new knowledge. • Effective liaison between staff members ensures a smooth learning journey for every child. • AFL techniques allow each teacher to know how each child is performing. • High quality differentiation.

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	<ul style="list-style-type: none"> • Shared PPA ensures parallel class teachers plan effectively together. • Learning has real life context. • Opportunities are given to develop English and mathematics skills across the curriculum. • Additional adults are planned for effectively to ensure maximum impact on pupil progress. • Termly pupil progress meetings discuss children's needs. • Self-assessment and peer assessment guides pupil responses. • Effective questioning guides learning • Tasks are scaffolded effectively to support learning. • Overlearning is encouraged, skills progression is planned for carefully. • Links to prior learning are highlighted.
<p>Variety of teaching and learning styles (responding to diverse pupil needs.)</p>	<ul style="list-style-type: none"> • Use of differentiated, skilled and pre planned questioning. • Use of AFL techniques in the classroom. • Ensuring a variety of children answer questions (use lolly sticks etc. sometimes). • Use of talk/ learning partners. • Valuing contributions from all children. • Variety of teaching and learning styles used – e.g. role play, paired work, group work, multi-sensory etc. • Allow opportunities for over learning and rehearsal of skills. • Allow thinking time and response time. • WALT and success criteria explicitly shared with the children. • Have a model to guide pupils as to what the final expectation is. • Encourage the use of sharing strategies / peer learning. • Variety in groupings used. • Themed days, visitors, visits etc. – used to enhance topic work. • Collaborative staff working to maximise impact for the learner. • Provide physical learning breaks if necessary to support on task attention.

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Overcoming
barriers to
learning

- Promote readiness to learn – self organisation.
- Positive attitude with the children to promote self-belief, high expectation and high aspirations.
- Promote resilience.
- Use additional adults effectively to support learning / allow additional differentiation.
- Targets shared with child, staff and parents – all are clear about next steps in learning (parents evening, end of year reports)
- Clear expectations and classroom rules.
- Reward systems to promote appropriate behaviour choices and maintain a positive climate for learning.
- Ensure accurate feedback to pupils which incorporates next steps in learning.
- Behaviour staircase.
- Values Education
- Scaffolding techniques.
- Individual timetable adjustments made for some pupils.
- Use of a wide range of inspiring resources.
- Freely accessible resources the children access independently.
- Children are given responsibility to manage their own learning.
- Positive relationships between staff and pupils and parents.
- Parental / carer involvement.
- Planning clearly identifies activities and the groups of children.
- Verbal communication is supported with visual clues.
- Specialist equipment is provided when needed. E.g. Angled boards, pencil grips, looped scissors.
- Enhanced use of ICT to promote access and achievement