



QUALITY FIRST TEACHING

All children should be able to access high quality first teaching in their class. Our teachers work incredibly hard to adjust the learning in their class to meet the varying needs of all pupils.

| Cognition & Learning QFT Strategies | Communication & Interaction QFT | SEMH QFT Strategies | Sensory & Physical QFT Strategies |
|---|---|---|---|
| Clear targets for 'Next Steps'; building on what pupils can already do | Increased visual aids including use of a visual timetable/ Now and Next/ Task Boards | Clear, consistent reference to behaviour charts/Life Values with praise/reward | ICT ease of access settings e.g. magnifier |
| Make explicit links to prior learning and recap key learning points throughout and at end of lessons (overlearning) | Eye contact or pupil's name used to gain attention <u>before</u> giving information or instructions | 'Catch' pupil 'being good' and provide regular, specific praise/reward. Use of Brilliant Book | Coloured overlays or different coloured paper. Coloured background on interactive whiteboard screen |
| Instructions given in small chunks with visual cues | Key words/vocabulary emphasized when speaking and displayed visually | Give classroom responsibility to raise self esteem | Consider lighting – natural and artificial |
| Opportunities to work with a scribe, in small groups or using ICT. | Minimise use of abstract language, idioms etc | Use of 'now/next' or 'first/then' board with visuals | Ensure appropriate print size photocopies |
| Ask pupils to explain tasks to clarify understanding | Information or instructions in manageable chunks | Play calming music/sounds where appropriate | Consider seating – in front or close to the board/resources/teacher |
| Minimise copying from the board: copies for individual pupils where needed – enlarged/ coloured if needed. | Simple checklist/task lists with visual cues. Start/finished tray | Communicate in a calm, clear, consistent manner | Keep background noise/distractions to a minimum |
| Additional thinking time or time to complete tasks | Delivery slowed down with time given for processing | Use post-its for questions rather than interruptions | Repeat contributions from children that speak quietly |
| Key words/vocabulary clearly emphasised and displayed in room | Clear modelling of what is expected to support auditory processing | Interactive strategies e.g. holding up answers, come to front to take a role etc | Face pupils when speaking and keep hands away from mouth |
| Use alternative ways to record learning – mind maps, voice recorders, ICT, writing frames, sorting, scribe | Non-verbal feedback system to demonstrate whether something has been understood. E.g. thumbs up | Visual timer used to measure and extend time on a task | Left handed and right handed pupils not next to each other with adjacent hands |
| Talk partners | Use of Talking Partners to encourage, but not replace, verbal responses | Quiet area or safe space available for calming/working if needed | Sloping desk stand if appropriate |
| Alphabet strips/phoneme mats/key spellings on desk | Effective use of questioning and encouraging children to ask and answer questions | Alternative seating for tasks/carpet time, or wobble cushions if needed | Lined paper with sufficiently wide spaces |
| Whiteboards/pens available to make notes, try out spellings, record ideas & remember | Range of multi-sensory approaches used to support spoken language e.g. pictures, concrete apparatus, role-play, artefacts | Use of fiddle toys for anxiety/calming | Read aloud as you write on the board |
| Multi-sensory resources used | Quiet, distraction free workstation available if needed | Provide opportunities to demonstrate skills and build self-confidence | Use of ear defenders |
| Pre-teach key vocabulary | Parents advised of new vocabulary so it can be reinforced at home | Consider seating arrangements – focus on triggers, self esteem etc | Use of sensory toys for calming/provide sensory breaks |
| Clearly presented text and fonts with tasks/resources adapted to suit ability | Ensure preferred methods of communication are shared with key staff | Provide movement breaks/brain breaks/ sensory trails | Use of weighted blankets |
| Model and scaffold learning and teach/model memory techniques | Model good language and extend vocabulary | Ensure that tools/equipment/concrete resources are easily at hand | Pencil grips/left handed scissors/rulers with handle |