

Stratford-sub-Castle C of E VC Primary School
Quality First Teaching

Memory supported by **demonstration** and **modelling** of memory techniques



Always be **child centered**



Instructions given in **small chunks** with **visual cues** and **repeated**



Classroom support planned for and used to **maximise learning** and **promote independence**



Range and **variety of groupings** within the class



My Inclusive Classroom

Understanding is demonstrated in **different ways**



Classroom well **organised** and **labelled** with **pictures** and **symbols**



Always work in **partnership with families**, **share successes** and **ask questions**



Praise is **specific** and **targeted**.
Transitions are **planned** according to the **child's needs**



Understanding is **checked** by asking **pupils to explain**.
Assessments are used to **inform next steps**



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Visual system in place to allow pupil to show understanding



Names are used to cue in



The classroom environment/learning wall promotes new vocabulary. New vocabulary is shared with home



Range of multisensory approaches used to support spoken language e.g. objects, pictures, symbols, role play



Access to a quiet space if necessary



Wait time is provided allowing time for processing and response



Communication and Interaction

Rules for listening are displayed, taught and modelled



Ensure preferred level of communication (as well as preferences relating eye contact) is known by all staff



Instructions given in small chunks with visual cues and in order



Talk buddies are used to encourage a response



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Key learning points are reviewed during and at the end of the lesson



Links to prior learning are made regularly



Range of multisensory approaches used to support understanding and language e.g. objects, pictures, symbols



Know the text difficulty you are expecting them to read



Emphasise key words and vocabulary. Pre teach and share new vocabulary with home



Cognition and Learning

Rules for listening are displayed, taught and modelled, preferences for listening are known



Pupils encouraged to explain what they have understood. Consideration given to home language



Instructions given in small chunks with visual cues and in order



Access to a quiet space if needed



Wait time is provided allowing time for processing response



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Catch the pupil being good and emphasise positives, celebrate strengths. Think about seating and grouping



Transition times are clearly taught, planned for and actively managed



Range of multisensory approaches used to support understanding. Visual approaches used to support keeping on-task and finishing tasks



Teach use of post-it notes for questions and ideas so as to manage continual interruptions



Make and model clear, explicit expectations for behaviour share successes with home too. Behaviour as a form of communication



Give classroom responsibility to raise self-esteem



Social Emotional and Mental Health

Listen and give pupils give opportunities to explain their behaviours



Give regular planned, legitimised learning breaks e.g. message taking, fiddle toys,



Use interactive strategies. Communicate with clear instructions, use clear routines



Access to a quiet space that suits them when they need it. Have calming activities that follow their interests. Emotional regulation is taught



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Visual

Multi sensory experiences



Check pupils' glasses are on and clean



Consider lighting and where you stand

Limit inessential copying from the board

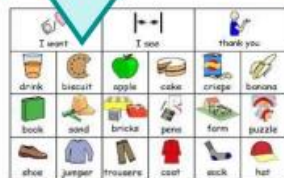


Say the pupil by name, cue them in



Hearing

Use visuals as much as possible



Seating – can the pupil sit at or near the front



Minimise classroom and environment noise



Check pupils understanding
Ensure hearing aids are working



Allow wait and processing time

Repeat contributions from other children



Sensory and/or Physical

Physical

Accessibility of the classroom



Think about seating/organisation, check table heights

What ways can you capture work e.g. oral, computer



Break activities into smaller chunks



Think about rest breaks levels and effort needed



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