

Landkey Primary School Quality First Teaching Provision Map 2021-22



Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and/or sensory
<p>High quality teaching High expectations of all children Clear expectation of outcome Encouraging a Growth Mindset Personalised and differentiated learning and outcomes Multisensory teaching using a variety of teaching styles and approaches (visual, auditory and kinaesthetic) e.g. models, images, story maps, action rhymes, Talk for Writing Targeted questioning techniques Teacher modelling Good quality verbal and written feedback Red pen for editing and proof reading Green for growth feedback Whole class, small group and individual teaching strategies used Mixed ability groups Stimulating and supportive learning environment Working walls/Learning journey display Adult support in class Clear objectives Success criteria Paired learning partners Regular tracking of pupil progress and using this to inform planning Vocabulary clearly displayed; word banks, topic mats Visual resources</p>	<p>Use of oracy and talk (learning to talk and learning through talk) Varied seating arrangement Promotion of independent learning skills Checklist for good learning and listening Now/next/then boards Targeted and levelled questioning Repeating instructions or information and asking children to repeat back Talk partners Visual timetable Use of ipads and other ICT to aid communication Additional thinking/processing time Clear, good quality modelling and explanation Class assemblies Adult support in class Vocabulary mats Key words on display Show and Tell (KS1) Circle time Clearly labelled resources and areas with widget symbols Interactive whiteboards Speech and language referrals made when appropriate Use of neli, language link to develop language Use of widget symbols throughout school for consistently</p>	<p>Consistent, clear boundaries High level of structure and routine Whole school behaviour policy Understanding of the individual Now/next/then boards Positive behaviour management strategies including class rewards such as marbles Class rules Behaviour charts Presentations and certificates each week Promotion of independent learning skills Displays to share work and achievements Adult support in class Regular class circle times Relaxation exercises Class trips Residential Jigsaw used in assemblies and whole class PSHE lessons Special teddies Lunchtime club After school clubs Class jobs and responsibilities Class and Key Stage assemblies Time out system and 'safe place' School Council Good transition plans with feeder nurseries and pre school and local secondary schools.</p>	<p>Multi sensory approach to teaching Fun fit as part of PE lessons (KS1) and explicitly for groups Relaxation CD and exercises Uncluttered, well organised learning environment Specific seating positions Encourage and support pupils use aids (glasses, hearing aids) Modified resources e.g. large print Availability and access to resources such as left handed scissors, pencil grips, triangular pencils, bobble pencils, grip rulers, different width line guides Sensory breaks/choice breaks where needed Adult support in class Mile-a-day Use of fiddle toys Calm down box Resources to help build focus</p>

<p>Variety of resources available and accessible; dictionaries, thesauruses, numicon, number lines, times table grids, phonics mats/posters Individual whiteboards and pens Read, Write Inc programme used in small group and whole class work Alternative ways of recording; scribe, Dictaphone, use of ICT Writing frames to scaffold learning Quality choices of text Whole class guided reading White Rose maths Use of magic maths Seating plans Connective model for maths (Language, images, symbols, context) Continuing Professional Development for all staff Pre-teaching Chunked language Scaffolding provided for learning when needed Over learning of key concepts that are repeated throughout the year Extension and challenge provided Guided groups for learning Teaching tailored to children's interests High quality interventions Use of sentence stems</p>		<p>Additional training for staff Calm down box Behaviour support Rainbow room Pupil and parent involvement</p>	
<p>This is not an exhaustive list of strategies but highlights the key teaching strategies we use across the school. Some strategies will be more appropriate to KS1 or KS2. This document was compiled by all teaching staff. It is a working document and will be regularly reviewed and updated.</p>			