



Landkey Primary School Quality First Teaching Provision Map 2024-25

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>			