

## Quality First Teaching

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| <p style="text-align: center;"><b>Classroom environment</b></p> <ul style="list-style-type: none"> <li>• Well organised classroom</li> <li>• Calm learning environment</li> <li>• Working walls and relevant displays</li> <li>• Consider dyslexia friendly presentation e.g. font (<i>Arial and Comic Sans. Alternatives include Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans</i>) and colour and contrast (<i>Use dark coloured text on a light (not white) background. Avoid green and red/pink. Consider alternatives to white backgrounds - use cream or a soft pastel colour.</i>)</li> </ul> | <p style="text-align: center;"><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>• Clearly designed lesson plans</li> <li>• Differentiation</li> <li>• Learning intentions and success criteria consistently shared with children</li> <li>• Plenty of opportunities to involve and engage with pupils</li> <li>• Use of 'cold calling', not just 'hands up'</li> <li>• Opportunities for pupils to talk and work individually, in pairs and in groups</li> <li>• High quality questioning for children of all abilities (Afl)</li> <li>• An expectation that pupils will accept responsibility for their own learning and work independently.</li> </ul> | <p style="text-align: center;"><b>Cognition and Learning cont.</b></p> <ul style="list-style-type: none"> <li>• Appropriate use of modelling and explaining for pupils</li> <li>• Opportunities to use physical resources/manipulatives</li> <li>• Scaffolding tools are used as appropriate</li> <li>• Graphic organisers (e.g. writing frame, story map, spider diagram) are used as appropriate</li> <li>• Regularly using encouragement and specific praise to engage and motivate pupils.</li> <li>• Access to good quality resources</li> <li>• Access to ICT</li> <li>• Classroom assistants planned for and used to maximize learning</li> </ul> |
| <p style="text-align: center;"><b>Communication and Interaction</b></p> <ul style="list-style-type: none"> <li>• Use of visual time tables</li> <li>• Visual aids</li> <li>• Topic /spelling banks</li> <li>• Phonics mats</li> <li>• Use of graphic organisers e.g. sentence starters, writing frames</li> <li>• Always use a pupil's name</li> <li>• Clear and age appropriate instructions</li> <li>• Appropriate time to process verbal questions or instructions</li> <li>• Regular and explicit classroom routine</li> <li>• Language clear and unambiguous at all times</li> </ul>                             | <p style="text-align: center;"><b>Social, Emotional and Mental Health</b></p> <ul style="list-style-type: none"> <li>• Groupings provide positive role models</li> <li>• All adults promote well being</li> <li>• There is an ethos where asking for help and support is okay and is welcomed</li> <li>• All staff are committed to developing a safe and secure environment for all</li> </ul>  | <p style="text-align: center;"><b>Sensory and Physical Needs</b></p> <ul style="list-style-type: none"> <li>• Appropriate seating positions are considered (noise, light, proximity to board and/or teacher)</li> <li>• Appropriate noise levels are maintained</li> <li>• Sound field system in every classroom</li> <li>• All adults speak clearly and naturally</li> <li>• Opportunities to work with a learning partner</li> </ul>   |