

Landkey Primary School Quality First Teaching Provision Map 2018-19



Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and/or sensory
<p>High expectations of all children 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 TA support in class I can challenge which sets clear objectives Success criteria Paired learning partners Regular tracking of pupil progress and using this to inform planning Vocabulary clearly displayed; word</p>	<p>Varied seating arrangement Promotion of independent learning skills Checklist for good learning and listening 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 Thinking/processing time Clear, good quality modelling and explanation Class assemblies TA support in class Vocabulary mats Key words on display Show and Tell (KS1) Circle time Clearly labelled resources and areas Interactive whiteboards</p>	<p>Whole school behaviour policy Positive behaviour management strategies including class rewards such as marbles or pom poms Class rules Behaviour charts Presentations and certificates each week Promotion of independent learning skills Displays to share work and achievements TA support in class Regular class circle times Use of Thrive across the school, including whole class, group and individual activities Relaxation exercises Class trips Residentials SEAL used in assemblies and whole class PSHE activities Special teddies Forest School Lunchtime club After school clubs Class jobs and responsibilities Class and Key Stage assemblies Time out system and 'safe place'</p>	<p>Multi sensory approach to teaching Fun fit as part of PE lessons (KS1) Relaxation CD and exercises Weather Massage (EY) 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 Brain gym/Sensory breaks where needed TA support in class Mile-a-day</p>

<p>banks, topic mats Visual resources Variety of resources available and accessible; dictionaries, thesauruses, numicon, number lines, times table grids, phonics mats/posters Individual whiteboards Read, Write Inc programme used in small group and whole class work Alternative ways of recording; scribe, dictaphone Writing frames to scaffold learning Quality choices of text Cracking comprehension Inspirational maths Seating plans Connective model for maths (Language, images, symbols, context) Continuing Professional Development for all staff</p>		<p>School Council Good transition plans with feeder nurseries and pre school and local secondary schools.</p>	
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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.