



Doing our best to achieve our best

Clarendon Primary School, Nursery and Family Centre

Learning and Teaching Policy

Introduction

Clarendon Primary School aims to provide our children with the opportunities required to develop their academic, emotional and social potential as they progress through the school. We always strive towards providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant and crucial to their future.

Rationale

Through the provision of a broad, balanced, relevant and purposeful curriculum, we aim to provide all children with ongoing access to a Quality First Education.

To support this, the following school values are interwoven throughout our curriculum and help us to promote and develop an ethos of care, of mutual support and respect and of positive academic development; where effort and perseverance is valued, successes and improvements are celebrated, where children develop a passion for learning, and are always expected and willing to strive to 'do their best to achieve their best':

- | | |
|----------------|-----------------|
| • Perseverance | • Honesty |
| • Independence | • Friendship |
| • Respect | • Collaboration |
| • Resilience | • Trust |

We believe that teaching these values will enable children to become proactive and lifelong learners as well as active, responsible and caring members of the school and of the wider community.

Aims

We aim to ensure all staff, children, parents/carers and Governors are aware of the following key aims and objectives relating to all Learning and Teaching and ensure that these are consistently applied in order to:

- Promote consistently high quality teaching and learning across the school.
- Ensure all children are happy in school and enjoy learning.
- Ensure all children are included, motivated, appropriately challenged and engaged by their learning.
- Ensure all children gain access to the high quality learning experiences required to explore, interrogate and subsequently develop a deep understanding of the knowledge, skills and concepts taught.
- Promote high quality, purposeful and relevant learning experiences that focus on the development and application of skills, knowledge and understanding.
- Ensure all children make good progress in their learning and receive timely and targeted support / intervention when and where required.
- Raise standards by ensuring consistency and continuity of teaching and learning across the school.
- Promote the idea of lifelong learning for all members of the school community – children, parents/carers, staff and Governors.

What is 'good learning'?

We believe that children learn best when:

- They have access to carefully planned learning experiences which:
 - Are effectively delivered, carefully sequenced and consistently well structured.
 - Are purposeful, relevant to their lives and interests, and are inspiring, motivating and engaging.
 - Provide maximum access to high quality and thought provoking learning resources for all children. (See appendix 1 for strategies regularly used in class to support Children's access to the Curriculum.)

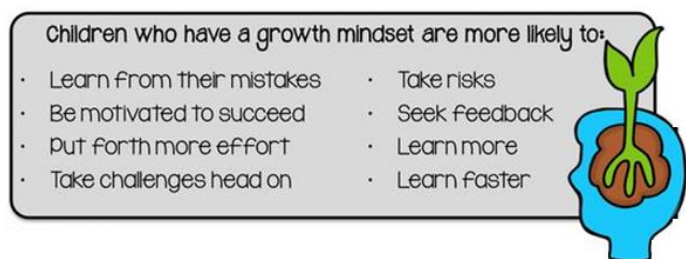
- Provide ongoing opportunities to use and apply developing knowledge, skills and understanding.
- Provide regular opportunities to revisit and further develop concepts over time.
- Enable children to explore, interrogate and develop a deeper understanding of things taught.
- Provide 'high challenge, but low threat' as well as important opportunities to make links in learning.
- Use feedback to modify and improve the learning process.
- They are encouraged to form positive trusting relationships with their teacher, peers and other members of the school community.
- They have clear direction, are appropriately praised and feel valued for the effort and good things they do.
- They are actively involved in their learning.
- They are encouraged to become increasingly autonomous and reflective learners.
- They are working in an environment which is safe, caring, supportive and stimulating.
- They have access to a general teaching approach and philosophy that is consistently delivered across the school, whilst remaining flexible enough to meet the individual and differing needs of each class and each group of learners.
- They are encouraged to take risks in their learning and develop an understanding that making 'mistakes' is an important and valuable part of the process.
- Their learning encompasses the values that are embedded into our curriculum as these impact on how well children learn to be effective citizens in the future.
- Learning enables appropriate and pertinent enhancement of children's personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

Promoting the development of a 'Growth Mindset approach to learning

Within Clarendon, staff encourage and help children develop a 'Growth Mindset' approach to learning as these people believe **anyone** can be good at **anything** as abilities are entirely due to your actions.

As a school we believe that fostering this approach to learning helps children develop the following attributes fundamental to effective lifelong learning:

- a desire to be challenged
- a willingness to work for positive results
- a belief that you can control the outcomes in your life with effort and practice
- the ability to learn from mistakes and failures
- a love for learning and self-improvement
- emotional resilience
- being self-motivated
- a learner who sees the term 'FAIL' as the **'First Attempt In Learning'**



What is 'good teaching'?

The following principles are built into teaching and learning in a mix appropriate to the lesson planned as we believe that good teaching is when teachers and other school staff:

- Develop the range of reading skills required to access the whole curriculum effectively and encourage 'talk for writing'.
- Plan lessons which are engaging; move at a brisk pace; take children's prior learning and current assessments into account; and are appropriately supported for the needs and abilities of all learners. This includes through the use of scaffolding, open ended learning experiences and 'challenge activities'. (See appendix 1 for strategies regularly used in class to support Children's access to the Curriculum.)
- Form positive relationships with the children in their class and other members of the school community as well as insist on high expectations and social behaviours.
- Provide a range of high quality and purposeful learning opportunities that enable children to explore their thinking, apply their understanding, make links in their learning and develop their problem solving skills.
- Demonstrate effective lesson organisation by delivering direct and timely teacher input and direction, creating peer collaboration opportunities, providing invaluable teacher modelling and making effective use of classroom learning walls.
- Plan and provide ongoing opportunities for children to:
 - Revisit knowledge, skills and concepts previously taught as this will help children make important links/connections in their learning and deepen current understanding.

- Collaborate effectively and question, (respectfully) the ideas, understanding and opinions of others.
- Maximise the use of practical and 'real life' learning experiences, wherever possible.
- Reflect on and give feedback to others about their own learning experiences.
- Consolidate their understanding and challenge their thinking as well as build on, deepen and extend their learning.
- Provide children with high quality feedback and next steps in their learning.
- Apply a range of teaching strategies and pupil groupings which take into consideration the children's learning styles as this will help sustain their interest, concentration, motivation and application.
- Use effective questioning strategies to explore and extend children's skills, knowledge & understanding.
- Ensure that effective direction, support and timely and targeted interventions are given in order that children make good progress.
- Demonstrate secure subject and pedagogical knowledge as well as the appropriate use of vocabulary.
- Effectively assess and monitor children's progress so that learning can be extended within individual lessons, over a series of lessons and over time.
- Develop and maintain safe, secure and inspiring classrooms and learning environments.
- Use resources effectively, including other adults, to support and extend every child's learning.
- Use technology effectively in order to support children's learning and motivate/engage learners.
- Ensure teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide children with the best possible learning experiences, both in class, when undertaking interventions and when engaging in offsite learning experiences.
- Develop and sustain good links and focussed communication with parents/carers in order to support children's learning.

Planning, delivering and assessing lessons

Whilst a broadly consistent approach is expected across the school, teachers are also encouraged to use their professional judgement to ensure provision meets the particular needs of all learners in their class.

When planning, delivering and assessing lessons, all teachers at Clarendon will:

- Share clear learning objectives with the children every lesson and identify the corresponding success criteria.
- Use mini plenaries and a review of children's work to assess progress against these objectives and their associated success criteria throughout the lesson.
- Plan progressive learning opportunities that:
 - Enable children to build on and develop knowledge and skills as well as explore new possibilities.
 - Promote high expectations of all learners as well as encourage children to challenge themselves and take 'risks' in their learning. (This is undertaken by planning lessons which are 'high challenge, but low risk' in nature.)
 - Provide children with regular opportunities to link theory and practice and make links in their learning.
 - Share, explore and use topic specific vocabulary with the children.
 - Provide children with opportunities to talk about their learning, explain their thinking and make links in new and prior learning.
 - Provide regular opportunities for children to discuss their ideas, explore their thinking and reflect on their learning.
- Plan for and use the most appropriate lesson structure for the concepts being explored.
- Provide extension activities, application opportunities, scaffolds and/or visual cues as well as differentiated learning tasks to those children who need it. (See appendix 1 for strategies regularly used in class to support Children's access to the Curriculum.)
- Link children's learning to the 'big picture' and, where appropriate, our school values.
- Ensure there is an appropriate balance between teacher and child talk as well as teacher / pupil modelling and guided practice as well as access to practical first-hand experiences wherever possible.
- Ensure there's a good balance between the completion of independent and small group activities.
- Provide children with the opportunity to work independently and collaboratively during the school day.
- Ensure all children are actively involved, engaged and challenged in meaningful learning.
- Provide and use a range of high quality and stimulating resources that will support and engage children.
- Provide a well organised, safe and inspiring learning environment.
- Consider how additional adults are used.

- Use open ended as well as appropriately differentiated questioning and encourage children to answer in full sentences.
- Work on building positive relationships between themselves and learners, and between themselves and other adults in their classroom.
- Demonstrate secure subject knowledge and an understanding of different learning styles.
- Share high expectations of children in terms of work, learning and social behaviours.
- Praise children when they do the right thing, try their best and make positive improvements in learning.
- Promote, model and develop the use of a 'Growth Mindset' learning approach.
- Work with a focus group to help move learning forward and maximise opportunities for learning.
- Use mini plenaries, where appropriate, to move learning on, consolidate thinking or address misconceptions.
- Provide children with positive, diagnostic and 'next step' feedback and give them with the time required to 'green pen' their work.
- Use a wide range of assessments and assessment strategies to inform future planning and use observations and evidence of children learning to track their progress.
- Identify learners who are making limited progress and require additional support / intervention, as well as identifying those who are 'more able' and require extension work.
- Reflect on their professional practice and the overall provision offered by the school.

The Role of Teaching Assistants

We have a number of support staff in school who play a central and specialised role in the children's learning process. Key elements of this role are:

- To support teaching; either through direct delivery or by enabling access for identified children.
- Supporting a small group within the classroom, providing crucial feedback to the teacher regarding the learning of these pupils.
- Delivering targeted intervention groups, again providing ongoing feedback to teachers.
- Carrying out assessments and benchmarking activities.
- Preparing resources.
- Supporting children with Educational Health Care Plans.
- Supporting children in a way that promotes the development of independence and resilience as well as a greater willingness to 'take risks' in their learning, engage with new challenges and make links / connections in their learning.

Behaviour Management

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our expectations and our procedures relating to behaviour within the classroom and in the wider school environment.

Assessment, Record Keeping and Reporting

Assessment is seen as a continuous process integral to high quality teaching and learning. It should be consistently and systematically incorporated into all teaching and learning in order to track and build on the progress, understanding and attainment of all children as well as promote better than expected outcomes for individuals, groups and cohorts. Effective formative, summative and systematic assessment is also used to diagnose emerging problems and plan future sequences of learning as well as track progress and chart attainment.

Please refer to the School's Assessment Policy for further details of how assessment is used and organised within the school.

Children with special educational needs and/or disabilities

Within Clarendon we believe children should be treated as individuals and believe all pupils, (regardless of their particular needs) should be provided with the inclusive teaching, accessible learning opportunities, effective support and targeted intervention required to enable them to make the best possible progress in school as well as foster a feeling of being a valued member of the wider school community.

We believe that **everyone** has the right to succeed and we are committed to helping every child reach their full potential.

Please refer to the School's SEN Policy for further details of how assessment, resources and support arrangements are organised and used to support children in our school.

Catering for children considered as 'more able'

At Clarendon we recognise that children can show real aptitude and a high level of knowledge, skill and understanding in any given subject area at any given time as they grow older and develop. (I.e. A view that 'ability' is something that is not fixed or pre-determined)

Whilst we recognise that not all 'more able' pupils present as obvious achievers, to help identify these children, we use a range of strategies in school. These include:

- Ongoing discussions during the year with pupils, parents and other adults working in school.
- Teacher assessment and/or observations. (These can be both formal and informal in nature.)
- Identification of those pupil's that possess one or more of the higher order characteristics. These include critical thinking and problem solving.
- The outcome of SATs assessments or other assessment taken in school throughout the year.
- Information from specialist teachers, e.g. the sports coach.
- Performance in sports, drama, music activities/competitions.
- Ongoing review and evaluation of children's independent learning tasks.

By recognising and meeting the needs of 'able pupils' we believe it will help raise expectations across the school and create a culture where success is valued. As a result we aim to provide children, including those that can be considered as 'more able', with ongoing opportunities and experiences that challenge their thinking; 'deepen' and extend their knowledge, understanding and application of skills; and help them make strong links in learning.

To support this teachers will:

- Give careful consideration to the needs of all learners when planning and delivering the curriculum.
- Plan and provide children with ongoing and relevant learning experiences which help them engage in learning tasks at a 'deeper' level, receive opportunities to explain and reason things out and make connections in their learning.
- Provide regular experiences that allow children to engage in more 'open ended' tasks as well as respond in a range of ways, at their own rate and at their own level.
- Regularly plan a range of learning tasks that allow children to engage in tasks that allow them to use, apply and problem solve in a variety of contexts.
- Use higher order questions to challenge and develop thinking.

Curriculum Planning

1) Clarendon Primary School's planning is based on the following requirements:

- The Early Years Foundation Stage Framework and Development Matters.
- The Primary National Curriculum 2014.
- The Surrey Agreed Syllabus for Religious Education.
- The School PSHE scheme of work.
- A variety of schemes selected by the school to meet the needs of our children.

2) Long Term Planning

Our 'Whole School Curriculum Map' and individual Year Curriculum newsletters, (YN-6) plot the content covered from nursery to year six for each individual year group and each curriculum area. These enable us to ensure balance and progression across the school, identify cross-curricular links as well as opportunities for educational visits.

3) Medium Term Planning

- Specific schemes of work have been implemented within many curriculum areas to ensure there is progression in the teaching of key skills and subject knowledge. These include:
 - White Rose in maths in years 1 to 6 and Number Blocks in Reception

- FFT's Success For All Phonics, (implemented September 2022) to support the teaching of phonics and early reading
- Write Inc. from years 2 to 6 to support the teaching of spelling.
- Oddizzi in Geography
- Projects On The Page in DT
- Kapow in art
- NCCE schemes of work in Computing
- Key Stage History in history
- the SCARF curriculum in PSHE
- the Surrey agreed syllabus in R.E
- Charanga in Music
- Get Set 4 P.E in P.E.
- Within English, the school has created a bespoke curriculum based on high quality class texts, where all learning is drawn from the text being studied.
- These schemes have been developed in line with the expectations outlined in the 2014 Primary Curriculum and EYFS development matters documentation.
- In the EYFS, our medium term plans are based on guidance within the Development Matters documentation, the Foundation Stage Profile and the children's interests which are then delivered through broad topic headings.

4) Short Term Planning

- Short term plans are drawn up weekly by year group teachers for each curriculum subject. These plans identify the learning objective, the success criteria, key vocabulary, assessment opportunities, direct teaching input, key questions, strategies / support planned to provide access to learning for all children.

Relevant policies and other relevant documents

This policy should be read in conjunction with the following key policies/documents:

- Assessment policy
- Curriculum policy
- SEN policy
- Marking and feedback policy
- Equality policy
- PSHE and Citizenship policy
- Home learning Policy
- Educational Visits Policy
- RSE policy
- Behaviour Policy
- Children with Medical Needs Policy
- Looked After Children Policy
- School's whole school curriculum map, which can be found on the school's website
- Each year groups termly curriculum newsletter

Monitoring and Review

The Headteacher and SLT will monitor the effectiveness of this policy throughout the academic year and, if necessary, make recommendations for further improvements before the next scheduled review date.

A monitoring cycle is also followed in which planning, learning and teaching and pupils' work is regularly monitored and reviewed, (see monitoring schedule).

Policy Review

Date reviewed: Summer Term 2023

Review date: Summer Term 2026



Strategies regularly used in class to support children's access to the curriculum



N.B – Whilst these strategies may be used in any curriculum subject, not all of these are used in each subject all the time. Class teachers select the most appropriate method for the lesson and subject being taught. Furthermore, other strategies to those initially planned will also be implemented during a lesson to respond to need / challenges encountered by a child or group of children.

- Use of targeted adult support / use of focus groups
- Review of previous learning at the start of lessons, e.g. use of 'quick quizzes', thinking questions related to previous learning and 'fluency in 5' in maths lessons
- Use of targeted questioning
- Mixed ability pairs / small group work / peer to peer support / talk partners (*these are flexible*)
- Allowing thinking time and mixed ability talk partners
- Use of key vocabulary sheets / word banks / Knowledge organisers
- Classroom displays and learning walls
- Access to pre-teaching, e.g. of key vocabulary, mathematical concepts
- 'Asset framing' (i.e. thinking of what children can already do and then building on this)
- Scaffolding activities and use of class visualisers
- Use of writing frames
- Use of talk and written sentence stems / starters
- Use of worked examples, models and / or images to support ideas
- Use of thought showers / mind maps
- Use of concrete resources / artefacts / objects to support ideas
- Access to practical learning opportunities
- Use of multi-media videos / demonstrations
- Use of prompt sheets
- Rehearsal of ideas / sentences with a partner or adult before writing or sharing
- Chunking learning / present new information in small chunks to prevent cognitive overload
- Repetition of instructions
- Targeted use of movement / comfort breaks
- Use of Widgit symbols to support word banks / instructions
- Access to paired reading opportunities
- Use of more subject specific support strategies, e.g. use of mnemonics and rhyme.
- Sending things home to learn / reinforce concepts, e.g. song lyrics and times table practice
- Encouraging the use of individualised strategies taught to targeted individuals or classes, e.g. task boards, use of dashes to help remember how many words to write in a sentence & use of colourful semantics etc
- Review of progression grids to identify prior and next steps in learning
- Use of targeted interventions



N.B – This is not intended to be an exhaustive list

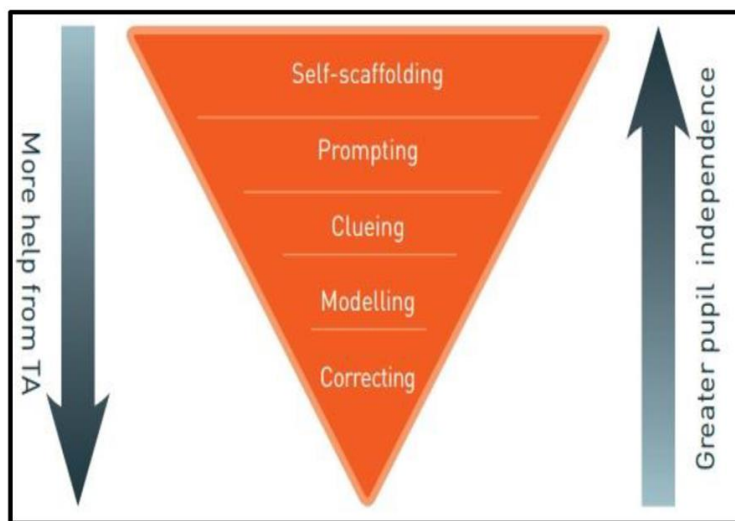
Supporting the development of independence

SELF-SCAFFOLDING: (INDEPENDENT LEARNING)

- Allow children to self-scaffold without intervening.
 - Listen from a distance.
 - Get ready to intervene if required but remember the struggle is essential!
 - Prompt sheets for them to refer to themselves (visual or written)
 - 'What to do if I am stuck' prompt cards.
 - Use of talking/learning partners.
 - Resources available on the table or easily accessible.
 - WAGOLL/Success Criteria to refer to independently.
- (WAGOLL – 'what a good one looks like'.)

PROMPTING: ENCOURAGING PUPILS TO THINK FOR THEMSELVES

- Say nothing -Wait time!
- Use gestures (point to the success criteria, WAGOLL)
- Saying to children, 'You have a think...'
- Where should we start?
- What do you need first?
- Which way do we.....?
- What could you use?
- What is your plan?
- What do you think you could do?
- How could you check/improve it?



CLUEING: A HINT IN THE RIGHT DIRECTION

- Where can you find the sound you need in the classroom?
- Remember when we did.....? (*referring to previous learning*)
- Is there somewhere you could look?
- Could you use.....?
- Look at the working wall, where is the information you need?
- Look at your book...what could help you?
- Tell them to read the learning objective.
- What is missing in this section?
- Think back to yesterday when we.....

MODELLING: (DEMONSTRATING A NEW CONCEPT/SKILL)

- Talking through the modelling process.
- Watch and listen: "I am" a running commentary.
- Look at the WAGOLL – How might you start yours?
- Have a look back at the board. What has the teacher written on there?
- Look at the list of instructions. You have done number 1. What does number 2 say?
- Pupils must be actively listening. 'I am going to model this step for you. I want you to look and listen carefully so you can try it by yourself when I finish.'

CORRECTING: PUTTING WORDS INTO THEIR MOUTHS

This should be **AVOIDED** as this requires no independent thinking. For example – writing what to copy down on a whiteboard

However, this can be used as a form of recasting speech (saying back to the child correctly) or as a language model

Appendix 2

Quality First Teaching (QFT) – Examples of additional strategies to support children with specifically identified areas of need

Below is a summary of QFT strategies, which support all learners. The second box are examples of QFT, but are individualised strategies to one or a small group of children.

N.B – These strategies are a starting point & not an exhaustive list of strategies used in school.

Planning

Differentiation to match prior attainment

Personalised tasks around pupil's interests (e.g. train timetables)

Prompt sheets / writing frames

Task setting

Modelling

Short, clear, chunked instructions

Instructions always checked with two pupils

Instructions emphasise key words (e.g. you will need a PURPLE pen for this task)

Classroom environment

Visual aids and prompts, including key word displays

Visual timers

Visual timetable

Rest breaks / movement breaks

Feelings register (see strategies handbook)

Feelings box in classroom

Adult talk and whole class behaviours

Positive redirection (telling them what you want rather than what they shouldn't do)

Explicit whole class listening skills taught

Explicit whole class speaking skills taught

Metacognitive strategies

Model good language

Multiple exposures to new language in the classroom explicitly signposted

Grouping / positioning

Peer support, through Kagan cooperative seating

Specific seating position

Buddy / mentoring

Adjustments

Additional processing time, including time to respond

Literal language used. Idioms avoided.

Regular communication with family.

Questioning provides options for answers (e.g. "could the answer be a or b? why?")

Talks through ideas with an adult before writing

Tasks written down for child so they can monitor their progress through the lesson

Given responsibility in class

Reasonable adjustments to equipment (e.g. pencil grip)

Fidget toy

Pre-teaching

Attention and listening difficulties (Area of need: C&I)

<p>Good quality first teaching</p>	<ul style="list-style-type: none"> • Make sure you have the pupil's full attention – say their name and gain eye contact. • Have the pupil placed at the front of the class (or carpet) facing the direction in which you want them to focus. • Cue the pupil into listening by using their name at the beginning of your instruction, sentence or question. • Give the pupil time to process what you have said before giving another instruction or more information. • Give regular praise to reinforce and encourage good listening and learning behaviour. (Positive redirection – telling them what to do rather than what not to). Use a visual to support this. • Use visual timers to promote attention for a set amount of time. • Use peer support (without this always being the same person) and consider seating carefully. • Develop attention skills in a group situation by teaching good rules of listening: look towards the speaker, good sitting, not interrupting. Pass an object around the group to show who is speaking. • Ensure your instructions are short and clear. Ask the pupil to repeat instructions/tasks back to you ensuring they have clearly understood. • Instructions and tasks should be clear, brief, concise and in the correct order where possible. Some pupils may benefit from them being written down and broken into simple steps. • Use visual support (e.g. gesture, signs, pictures) when giving information or instructions.
<p>Good quality first teaching combined with good quality SEN Support</p>	<ul style="list-style-type: none"> • Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus. • Use of regular short breaks/natural movement breaks. • Use reward systems (e.g. stickers). • Provide visual or written reminders for organising materials and equipment. Use a task plan/task management board. • Be very specific about how much work you expect to be completed within a set time frame. • Prompt the child with key words or information to listen out for. This could be supplied in visual form. • Aid concentration through use of fiddle toys, wobble cushion etc. Use of sensory support to aid concentration – calming, alerting activities.

Social communication difficulties (Area of need: C&I)

Good quality first teaching	<ul style="list-style-type: none"> • Use literal language; avoid idioms, sarcasm and figures of speech. • Collect the pupil's voice: what are their special interests/motivators? • Use visual aids as much as possible; objects, pictures, symbols to aid understanding. Be clear about what it is you want from the pupil and not about what you don't want! • Use visual timetables for daily routines. • Speak to parents/carers. Remember that how a child represents in school is not always indicative of how the child is coping. Signs of anxiety of challenging behaviours may only be evident at home. • Contact books: develop a collaborative relationship with the parents/ carers. Working together is the most positive and beneficial way of supporting the pupil across both settings. • Use positive re-direction rather than negative: 'Put the pens on the table' rather than 'Don't throw the pens.' • Praise the pupil when they show a desired behaviour, e.g. "good listening, well done" likewise make sure you let them know what you are pleased with.
Good quality first teaching combined with good quality SEN Support	<ul style="list-style-type: none"> • Develop understanding of cause and effect through activities where the pupil has to consider 'what if?' such as comic strips or social stories. • Teach the pupil social skills and give opportunities to practice these skills, with adult support, in a small group setting. • Use role play to teach the pupil how to cope with different social situations. • Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus. • Use of self-regulation strategies such as traffic light systems, the 5-point scale or 'Zones of Regulation'. • Use lunch clubs or adult supervised structured lunch times for those children who struggle during unstructured times. • Use 'first/then' or choices board.

Difficulties understanding language (Area of need: C&I)

<p>Good quality first teaching</p>	<ul style="list-style-type: none"> • Ensure that you have the pupil's full auditory and visual attention before talking to them. • Simplify – break your request/instruction down into parts or make it simpler by giving 1 or 2 steps. Try to limit non-essential information as this may overload the pupil. • Emphasise key words when giving information, (e.g. get your English book and the blue pen). • Give pupils extra time to process what you have said. • Use concrete, familiar vocabulary and speak clearly and not too quickly. • Give instructions before an activity, not during it. • Provide repetitions – exact repetitions. • Ask yes/no questions or give alternatives rather than asking open questions. • Revise and summarise stories and information. • Check a pupil's understanding by asking them to repeat back an instruction and support pupils to recognise when they have not understood. • Support pupils to recognise when they have not understood. Agree a strategy for them to ask for help or clarification. Provide praise when they do this independently. • Focus on the feature – help your pupil focus on the feature they need to look at to be able to understand your question, (e.g. if you are asking how two items are alike, you can draw their attention to the relevant similarity – colour/size etc). • Use visual timetables to support daily routines.
<p>Good quality first teaching combined with good quality SEN Support</p>	<ul style="list-style-type: none"> • Pre-teach subject specific vocabulary PRIOR to the lesson. • Use games that support the development of non-verbal reasoning skills. This could include activities involving sequencing and predicting patterns; matching or ordering objects in relation to certain characteristics such as size, colour, shape. • Use multi-sensory teaching techniques that are visual, auditory and tactile. • Use visual aids as much as possible; objects, pictures, symbols, gestures, signing, PECS to aid understanding. • Ensure the vocabulary you use is in line with the child's language level

Difficulties using language (Area of need: C&I)

<p>Good quality first teaching</p>	<ul style="list-style-type: none"> • Provide a good language model, keeping your language clear and concise. Repeat what pupils have said emphasising the correct word order and grammar. • Give the pupil sufficient time to process what has been said and to organise their response. • Provide children with a simple structure to help them organise their language e.g. first, then, next. • Provide visual prompts alongside key vocabulary to support the re-telling of events. • To encourage participation in a group, ask questions which give alternatives, (e.g. 'was Tom pleased or unhappy?'). This allows pupils to become more involved in the discussion. • Give pupils plenty of time to say what they mean. • Provide opportunities for language use, (e.g. re-telling a story or describing a recent activity). • Encourage pupils to organise ideas verbally before writing them down. A talking tin or other voice recording apps could be provided to support with this. • Differentiate work to reflect the pupil's language and communication profile. • Scaffolding – start at a level where the child is confident and then gradually stretch them.
<p>Good quality first teaching combined with good quality SEN Support</p>	<ul style="list-style-type: none"> • Extend the pupil's sentences by adding something extra, (e.g. for younger children: if the pupil says 'there's a bus', you could say 'there's a big, red bus'. For older children: (if the pupil says 'the man is digging', you could say 'the man is digging and the woman is planting'). • Encourage students to use alternative means of communicating, drawing, PECs, gestures, scribing, typing. • Use of mind maps to organise thoughts. • Trial the use of specific approaches to further support the content and structure of language these may include 'Colourful Semantics' or 'Shape Coding' (see school Speech and Language Therapist). • Ensure speech and language care plan recommendations are put into place.

Difficulties in word finding and vocabulary (Area of need: C&I)

Good quality first teaching	<ul style="list-style-type: none">• If you know what the word is, provide alternatives.• Cue pupils by giving them the first sound of the word (e.g. it's a 'lllll'...)• Ask pupils questions about the word, (e.g. 'Where do you find it? What do you use it for?').• Encourage pupils to rehearse the word once it has been retrieved.• Encourage pupils to use the word in a sentence.• Teach and use the word in a range of different contexts. Provide multiple exposures to new words.• When teaching new words, use a word mat to discuss phonological, (e.g. first sound) and meaning, (e.g. location and function) features.• When learning new words, try to make as many associations with the new word as possible. Teach related words and group new words into categories.• Support pupils to reflect on their own word learning.• Model correct production of sounds.• If the child can make the sound, provide a choice for correction, (e.g. 'is it a tup or a cup?') and praise all attempts at trying to self-correct.
Good quality first teaching combined with good quality SEN Support	<ul style="list-style-type: none">• Pre-teach important vocabulary.• Work on pupils' phonological awareness, (e.g. encouraging pupils to tap out syllables, for example, 'e-le-phant'; identifying the first and last sound in words).• Supporting sound development through phonics and reading tasks. You may want to use the 'Letters and Sounds' resource?

Difficulties in cognition and learning (Area of need: C&L)

Good quality first teaching	<ul style="list-style-type: none">• Be aware of the pupil's starting point so that expected progress can be measured accurately.• Pupils should be taught to the curriculum year they are able to access not their chronological age.• All class work and homework should be differentiated to enable the pupils to access the full curriculum.• Use of modelling to aid understanding.• Routinely give the opportunity of alternatives to written recording.• Key vocabulary is displayed with appropriate visuals.• Use visual timers to promote attention for a set amount of time.• Be very specific about how much work you expect to be completed within a set time frame.
Good quality first teaching combined with good quality SEN Support	<ul style="list-style-type: none">• Regular use of rest breaks.• Use of reader, scribe or talking tins or other voice recording apps.• Use of task board: tasks are broken down into small manageable steps. These steps are shown explicitly.• Pre-teaching: help prepare the pupil by pre-teaching key words and concepts PRIOR to lessons.• Provide written, visual and recorded support. Use images and break long chunks of text up. When reading is a challenge, it can be helpful for a child to have recorded materials and books to listen to.• Extra time for processing and completing work, not just in school but homework too. Could parents scribe homework or it be recorded on a talking tin or other voice recording app?• Provide opportunity for touch typing learning.

Anxiety and needs that challenge behaviours (Area of need: SEMH)

<p>Good quality first teaching</p>	<ul style="list-style-type: none"> • Understand that behaviour is a method of communication. What is the pupil trying to communicate? Can you identify the triggers? • Instructions need to be clear and explicit. Make expectations very clear. • Buddy/peer mentoring systems. • Giving positions of responsibility to promote positive self-esteem. • Promote the use of 'Zones of Regulation' to explain how you are feeling and what strategies you could use to move back to the 'green zone'. • Regular contact with home to establish patterns of behaviour in other environments as well as strategies being tried. • Speak to parents/carers. Remember that how a child represents in school is not always indicative of how the child is coping. Signs of anxiety of challenging behaviours may only be evident at home. • Contact books: develop a collaborative relationship with the parents/ carers. Working together is the most positive and beneficial way of supporting the pupil across both settings. • Incorporate a 'feelings register' when doing morning and afternoon register. Rather than just responding with 'yes/here' they can give a number 1-3, or word (happy, sad, lonely, amazing). If a pupil is unhappy this allows the teacher to explore this at an appropriate time within the next lesson.
<p>Good quality first teaching combined with good quality SEN Support</p>	<ul style="list-style-type: none"> • Use of self-regulations strategies such as traffic light systems, green wrist bands, 5 point scale or 'Zones of Regulation'. • Develop understanding of cause and effect through activities where the pupil has to consider 'what if?' such as comic strips or social stories. • Provide the pupil with a safe place or quiet area to seek out when needed. • Use of choices board to allow the child to have some control but still achieving the same end result. • Check in and out daily with an adult. This helps the pupil prepare for the day ahead. Likewise have closure on any issues that have arisen during the day. • Work to identify potential stressors/triggers through observations/pupil voice and pictures (5 point scale). • Use the SPENCE Anxiety Scale, Boxall Profile, Self-Image Profile or Strengths, Difficulties Questionnaire (SDQ's) as a holistic approach to understanding the pupil's well-being.

Co-ordination difficulties (Area of need: SP)

Good quality first teaching	<ul style="list-style-type: none">• Consider reasonable adjustments to equipment such a range of pencil grips, chunky pens, writing slopes, move and sit/wobble cushions, handed rulers, looped and left handed scissors.• Alternatives to handwriting such as talking tins or other voice recording apps, scribing or typing.• Rest/movement breaks.• Seating position in the class. Pupils with co-ordination difficulties find it better to sit facing the board, as this makes copying and tracking easier for them.
Good quality first teaching combined with good quality SEN Support	<ul style="list-style-type: none">• Extra-time for processing and completing work, not just in school but homework too. Could parents scribe homework for it be recorded on a talking tin on other voice recording app?• Provide opportunities for learning touch typing.• Provide written, visual and recorded support. Use images and break long chunks of text up. When reading is a challenge, it can be helpful for a child to have recorded materials and books to listen to.• Pre-teach motor skills. If your lesson includes using scissors, folding paper, or any other task that might cause a child to struggle, provide plenty of assistance and try to introduce the student to the activity beforehand, so he or she has a chance to practice and get familiar with the physical manipulations required.• Jump ahead programme, (or equivalent motor skills development programme) attendance and recording of achievements.

Sensory difficulties (Area of need: SP)

Good quality first teaching	<ul style="list-style-type: none">• Provide sensory rest breaks/movement breaks.• Fidget toys/chew toys.• Provide a clear visual timetable with plenty of preparation for transitions.• Pre-teaching: help prepare the pupil by providing sensory circuit and regular movement breaks PRIOR to lessons and/or as required during lessons.• Sensory pathways in place in school.
Good quality first teaching combined with good quality SEN Support	<ul style="list-style-type: none">• Access to sensory circuits.• Access to ear-defenders, desk partition boards, weighted blankets, quiet area, safe/calming zone.• Access to a sensory tool box.• Access to a structured lunch club/quiet area if the pupil finds being in a noisy playground/food hall difficult.• Knowledge of impact of sensory activities to achieve the required benefits for the child.

Memory and retention difficulties (Area of need: C&L)

<p>Good quality first teaching</p>	<ul style="list-style-type: none"> • All class work and homework should be differentiated to enable the pupil to access the full curriculum. • Use of modelling to aid understanding. • Scaffold work by providing writing frames / prompt sheets. • Key vocab is displayed with appropriate visuals. • Use of talking tins and other recording apps so the pupil can verbalise their ideas and play back to help aid memory. • Break instructions down into small chunks. • Check a pupil's understanding by asking them to repeat back an instruction. • Teach rehearsal and visualisation techniques to aid memory. • Provide repetitions – exact repetitions and rephrasing. • Encourage active listening – agree a way for pupils to ask for help or clarification. • To instil a positive state of mind, be relaxed about difficulties and support pupils in their attempts to overcome them. • Use of task management boards: tasks are broken down into small manageable steps. These steps are shown explicitly. • Provide written, visual and recorded support. Use images and break long chunks of text up. When reading is a challenge, it can be helpful for a child to have recorded materials and books to listen to.
<p>Good quality first teaching combined with good quality SEN Support</p>	<ul style="list-style-type: none"> • Pre-teaching: help prepare the pupil by pre-teaching key words and concepts PRIOR to lessons. • Extra-time for processing and completing work, not just in school but homework too. Ask parents to scribe homework for it be recorded on to a talking tin or recording app? • Access to memory games and activities.

Emotional / well-being difficulties (Area of need: SEMH)

<p>Good quality first teaching</p>	<ul style="list-style-type: none"> • Speak to parents/carers. Remember that how a child represents in school is not always indicative of how the child/young person is coping. Signs of anxiety or emotional behaviours may only be evident in one environment. • Contact books: develop a collaborative relationship with the parents/ carers. Working together is the most positive and beneficial way of supporting the pupil across both settings. • Incorporate a 'feelings register' when doing morning and afternoon register. Rather than just responding with 'yes/here' they can give a number 1-3, or word (happy, sad, lonely, amazing). If a pupil is unhappy this allows the teacher to explore this at an appropriate time within the next lesson. • Promote whole school strategy of Well-Being Mentors, or similar. • Promote the use of 'Zones of Regulation' to explain how you are feeling and what strategies you could use to move back to the 'green zone'. • Introduce a feelings box within the classroom, this can be filled with sensory objects and can help pupils, regulate their feelings at challenging times. • Start each day with a positive compliment session or use a check-in process that focuses on well-being and begin each day from a fresh start. (It is important not to take presenting behaviours personally. This approach can help build positive relationships.) • Understand and look beyond the behaviours of pupils, often there are unresolved issues that sit under the behaviour symptoms. Getting to know your pupils' triggers for behaviours are key. • Use a wide variety of high quality PHSE/SEAL resources.
<p>Good quality first teaching combined with good quality SEN Support</p>	<ul style="list-style-type: none"> • Check in and out daily with an adult. This helps the pupil prepare for the day ahead. Likewise, have closure on any issues that have arisen throughout the day. • Use the SPENCE Anxiety Scale, Boxall Profile, Self-Image Profile or Strengths, Difficulties Questionnaire (SQQ's) as a holistic approach to understanding the pupil's well-being. • Encourage use of worry box or worry diary, (in home or school) where the child/young person writes down or draws their worries, ensuring this is followed up by any specific adult in the appropriate setting daily. • Give pupils the opportunity for a short-managed time out, within an agreed space in the classroom, with support of a visual time. This will help them to begin to manage their emotions, when they start to escalate.

Reluctant speakers / selective mutism (Area of need: C&I)

Good quality first teaching	<ul style="list-style-type: none"> • Do not draw whole class attention to the fact that the pupil does not speak. • Remove all pressures to speak but ensure that all associations with communication are positive. • Understand the child's anxiety. • Staff to discreetly acknowledge the child's difficulty and how they feel – discussing phobias and anxiety may be useful. (It may be helpful to allow the pupil to develop a special relationship with one adult.) • Allow and accept communication in any form, (e.g. recording answers on paper, typing etc...). • Consider other methods of communication to support pupils to express themselves, (i.e. writing, gesture, drawing) e.g. a wave to answer the register, provide a visual for the pupil to request help or use the toilet. • Ask yes/no questions and provide forced alternatives where choices need to be made. • Reduce the pupil's feelings of failure. • Provide frequent opportunities to engage interact, (without pressure) in order to prevent the pupil embracing their non-speaking role. • Encourage pupils to play/interact with their peers in the classroom and on the playground. • Make comments which praise of the pupil's effort with the task rather than comment on their speech.
Good quality first teaching combined with good quality SEN Support	<ul style="list-style-type: none"> • Provide an environment where the pupil feels safe, (this may be away from the classroom but would be free from distractions/interruptions) for rapport building with a key adult and opportunities to communicate without anxiety. • Provide motivating and engaging activities, (not necessarily curriculum based) for the child in a relaxed environment, giving the pupil an irresistible urge to communicate. • School staff to incorporate a whole school approach to reluctant speaker strategy, (including all support staff e.g. caretakers etc.) • Staff to monitor pupil's anxiety through use of visual support, (e.g. using traffic light/smiley faces which the pupil can point to show how they are feeling). • Ensure Speech and Language care plan recommendations are put into place. • Refer to stages of Reluctant Speaker for a targeted individualised approach.

