

Caversham Primary School

Wave One - Quality First Teaching

All pupils can expect these:

Cognition & Learning	Communication & Interaction	Social, Emotional and Mental Health difficulties	Sensory and/or Physical Needs
<ul style="list-style-type: none"> • All children working towards the same objective at an appropriate level. • Assessment for learning strategies. • Children are given effective feedback. • Clear objectives and success criteria. • Differentiated and enriched curriculum planning, activities, delivery and outcome including homework. • Differentiation by task. • Focussed group work with CT/TA • ICT - lower case keyboard • Interactive White Boards • Lessons are interactive, pacy. • Mixed ability talking pairs • Multi-sensory teaching strategies • Number lines/100 squares/Numicon • Outdoor Learning • Pictorial aids • Promote speaking and listening opportunities with alternative methods of recording ideas. • Pupil & peer marking • Shared learning objectives • Shared target setting • Synthetic phonics, charts as reminder • TA support in class • Targeted & graded questioning. • Teachers inspire children to learn, resources are exciting. • Teachers with excellent subject knowledge. • Visual timetables • Whole school reward systems - merit cards • Word/Sound mats 	<ul style="list-style-type: none"> • Alternative and/or differentiated recording strategies e.g. cartoon strip instead of prose recording strategies in regular use • Audio books • CTs demonstrate understanding of general Speech & Language and/or EAL strategies • Differentiated and enriched curriculum planning, activities, delivery and outcome e.g. simplified language, gesture, visual aids/modelling • Focussed group work with CT/TA • Graded questioning • IEWB • ipads • Labelling • Language rich and 'safe' environment • Mixed ability talking partners • Modified instructions • Multi-sensory teaching strategies • One step instructions • Seating arrangements are considered • Shared target setting • Structured school and class routine • TA support in class • Talking partners • Turn taking activities • Use of speech bubble • Visual timetables • Vocabulary posters on wall 	<ul style="list-style-type: none"> • Achievement Assembly • Charity Council • Circle time • Clear boundaries • Daily Key Stage Act of Worship • Eco Council • Friendship stop • Mixed ability pairs • Peer massage • Philosophy curriculum • PSHE curriculum • Rights Respecting ethos • School council • Seating arrangements • Shared target setting • TA support in class • Targeted praise • Traffic lights (Stop, Think, Put up your hand) • Transition evenings for parents (whose children are starting EYFS) • Visual checklists/reminders • Whole school behaviour policy based on graduated response • Whole school reward systems - merit cards, achievement assembly certificates • Whole school Values and Class Charters 	<ul style="list-style-type: none"> • Blinds on windows to reduce glare • Carpeting in classrooms reduce noise • Daily Wake and Shake • Fiddle toys/concentration aids • Flexible teaching arrangements e.g. seating for LH/RH • Hand warm ups before a writing task • IEWB • Peer massage • Sensory Hut (Reception Outdoor Area) • Staff aware of implications of sensory and physical impairment • TAs trained to spot sensory needs and intervene early with an appropriate movement break • Weekly whole-School Wake and Shake

