**Quality First Teaching and The Graduated Response at Barton St Lawrence**

**Quality First Teaching** (QFT) means high quality, inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing the progress of all children.

**Understanding Quality First Teaching for All**

Into each unit or block of work, teachers will incorporate all 12 elements of Quality First Teaching outlined below. This is to ensure that the needs of all learners, including those with SEND, are met through an inclusive approach to teaching and learning.

1. **Communication and Interaction with peers and adults:** Opportunities for pupils to talk to each other and adults about their learning are provided regularly. This may be an area of the room set up for free play or exploration or practical activities that give scope for discussion and interaction, or speaking and listening activities around the objective.
2. **Person centred collaboration:** Teachers will implement individual requirements stated in a Pupil Passport, an Individual Education Plan or an EHCP for SEND. This may be that the lesson has to be tailored to suit the best way to support those with SEND, as agreed with pupils and parents at the person-centred review
3. **Prior Knowledge and Understanding Required for Access:** Teachers define what needs to be known and understood prior to accessing the activities and learning the objective. They build opportunities for experiential knowledge that can be built upon.Teachers understand how the knowledge and use of high quality tools and apparatus by children can often compensate for a lack of knowledge of prior curriculum objectives, e.g. Base 10 equipment, Numicon.
4. **Key Words and Vocabulary:** Focus is put on key words that children will need to know to be able to access the lesson. Specific focus put upon ‘Tier 2’ words that are more complex than everyday words but can be transferred into other subject areas and ‘Tier 3’ words that are subject specific. Activities are provided to help children engage with these words, use them and retain them.They are also displayed on a vocabulary working wall.
5. **Focus upon What Will be Taught:** Teachers provide a highly focused lesson design with sharp objectives. They focus on WHAT will be taught and HOW it will be taught rather than WHO will learn it. Lessons include a child friendly Learning Objective that is always SMART (Specific, Measurable, Achievable, Relevant and Time-Bound). Teachers consider how to promote greater depth of thinking and understanding around the objective.
6. **Primary and Recency (Introductory and Plenary Learning):** Proven to be the most effective, Introductions and Plenaries are strong learning experiences for all. Plenaries can be used as a place to assess against the Learning Objective.
7. **Structured Discovery Learning:** Highly structured activities are provided which allow learners to explore the objective in a way that uses reasoning skills. Teachers provide activities that allow for processing of the objective rather than overloading working memory. Lessons allow time for thinking and dialogue, trial and error plus self-evaluation. This is expected to be carried out in a multi-sensory way (hearing, seeing, saying, doing).
8. **Assessment For Learning / Key Questioning:** Teachers use questions that open-up learning rather than close it down. Questioning should allow pupils the ‘space’ to demonstrate understanding. This can be through time, practical resources, pictures, writing or other means.
9. **Instructional Multi-Sensory Strategies for All:** Teachers will provide Instructional Learning activities that involve seeing, hearing, saying and doing in the same event. It may be highly repetitive for those children who need repetition and over-learning.
10. **Technological Resource Aids / Reasonable Adjustments:** Teachers (with the aid of the SENCo) consider which children may benefit from reasonable adjustments to allow full access to learning. These strategies may include the use of: practical resources, video recordings, text-to-speech or speech-to-text, table prompts, visual cues, enlarged print, overlays, different pens, writing slants, laptops etc.
11. **Meta Cognition (thinking about thinking and learning about learning):** Teachers will draw up success criteria with the children and use these for self-evaluation. They will explore ways of learning processes and remembering with the children.
12. **Feedback:** Teachers will communicate to children what they are doing well at and why and how they can develop their learning further.They will qualify all praise and relate it the success criteria.

In addition to these twelve strands of effective Quality First Teaching, it is expected that:

* The teacher has the highest possible expectations for all children in the class
* Lessons are appropriately differentiated, which means different ways of teaching are in place so that children can access the lesson and are fully involved in the learning that takes place. Some examples of differentiation are: additional resources provided to support learning, opportunities for paired work or small group work, different ways of presenting work, specific access to a range of technological devices
* Specific strategies (suggested by the SENCo or other professionals) may be put in place to support children to learn where needed
* On-going and frequent assessment within the day-to-day framework of the classroom takes place to identify any gap or gaps in understanding / learning.

The **Graduated Response** means that provision for a child with a SEND is a continuum between whole class QFT at the one end and highly personalised 1:1 teaching at the other.

All children have access to quality first teaching, but where a potential SEND has been identified, the approach to a child’s teaching and learning becomes increasingly personalised as the understanding of need grows. Thus, support becomes more targeted as outlined in the flow diagram below:

Quality First Teaching

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Continued QFT + additional teaching strategies

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Specific intervention programmes and/or targeted group work

(These may be ‘one-off’ or more long-term)

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Specified individual support

(1:1 work with the class teacher, member of the Support Staff, specialist teacher or the SENCO usually within the class as part of the inclusive practice of Quality First Teaching)

Within each section of this continuum, a cycle of assessing, planning, doing and reviewing is ongoing. This cycle can become more individualised if a child’s needs become more complex.

A few children with complex SEND will move through the graduated approach towards more specified individual support. In reality, many children will have a mixture of support and, depending on the lesson, can be placed at any point on this continuum. Similarly, a child who has received a great deal of 1:1 support can move the other way on the continuum as they begin to need less 1:1 support and can manage their learning more independently in the classroom.

We do not assume that a child who receives 1:1 support will always need 1:1 support. All provision is subject to regular review and parents/carers are invited and expected to contribute to this review process by attending meetings, talking to the class teacher and SENCo and ensuring school are kept informed of any changes to the child’s needs.