

# Singleton Church of England Primary School



## Inclusive Quality First / Adaptive Teaching Approach



### School Vision

To provide the children with a wide variety of engaging and challenging opportunities enabling them to live life to the full. Developing a growth mindset, believing that with God everything is possible. To show, love, trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

# Inclusive Quality First Teaching (Adaptive Teaching)

Knowing students as learners requires one to understand the pathways of progress for individual students and the patterns of progress for students as a whole. Therefore, effective teachers need to extensively and continuously develop their knowledge of:

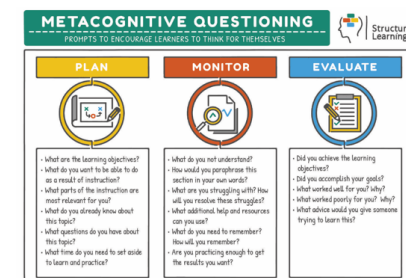
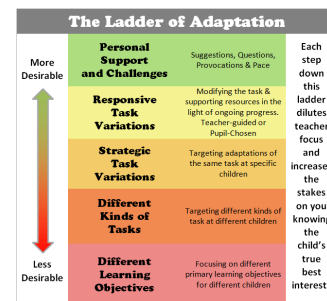
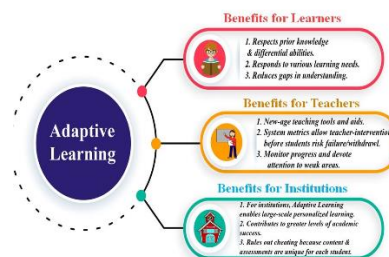
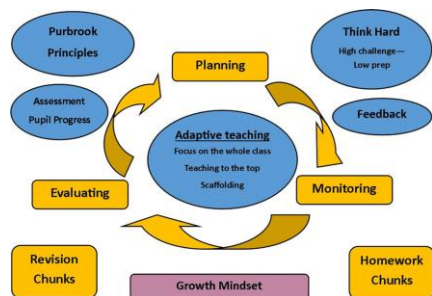
- Their students' individual learning profiles and the implications this has for adaptive teaching

Inclusive Quality first teach should include the following

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils.
- Understand that Students take individual and multiple pathways in their learning
- Adaptive teaching approaches across the curriculum
- Engage students in challenging learning experiences
- High expectations for their students and encourage risk taking

## Wave 1 - inclusive quality first teaching

Wave 1 is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised adaptive teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Recognise and adapt teaching and tasks to the learner needs within the lesson. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.



**Wave 2** is targeted catch up provision for groups to 'put children back on course' and

**Wave 3** a deeper intervention offering more personalised solution to be used if Wave 2 has not worked.

Videos links

<https://www.youtube.com/watch?v=FnxglzqaozQ&list=PLo71rs7uZTvXGVZcGsd9iVKMx43BRvFEC&index=9>

<https://www.youtube.com/watch?v=y35CL3Pwzlg&list=PLo71rs7uZTvXGVZcGsd9iVKMx43BRvFEC&index=11>

## **Development of a broad set of pedagogical skills within the Inclusive 'Quality First Teach', approach**

### **What is Pedagogy?**

Pedagogy is 'the art of teaching'. It is a term that describes all the strategies we use to teach effectively.

### **What are Pedagogical Skills?**

Some examples of pedagogical skills include:

- Alternating your tone of voice.
- Asking students questions to find out their prior knowledge.
- Rewards for effort.
- Changing up the classroom layout.
- Setting high expectations.
- Differentiation.
- Spaced repetition.

If we look in more depth at Pedagogical skills

#### **1. Pausing for Effect**

- Skilled teachers know how to use their voices.
- They ensure they speak slowly and clearly enough that students can hear them. They will emphasize key words in sentences and alternate tone to engage listeners.
- Often, a pause in speech is a great teaching strategy.
- Consider a teacher whose class starts chatting while the teacher is giving instructions. Have you ever seen a teacher just stop mid sentence and ... wait? Students might keep chatting for 5 - 10 seconds before silence starts to fall around the group. Here, the teacher has used the 'pause for effect' method to bring the class back to a settled, attentive state.

## **2. Scaffolding / Modelling Tasks**

Traditionally, we would think of a scaffold as the temporary structure that holds a building in place while it is being constructed. Once the building is ready to stand on its own, the scaffolding can be removed.

What's this got to do with education?

- In education, we provide support while a student is learning a topic. We'll sit behind them and give them prompts, suggestions and advice to ensure they get through a task. We might give them a 'cheat sheet' or a 'knowledge organiser,' that provides the steps required for completing the task. Then, once a student has demonstrated some competency, the teacher withdraws the support and encourages the student to do it alone.
- WAGOLL - We use 'What a Good One Looks Like'

## **3. Providing Rewards and Punishments**

Rewards and punishments are used to encourage students to stay focused on their task and remember correct answers. A reward is offered as an incentive for completing a task. A punishment is offered as a disincentive for certain behaviours.

However, the strategy is also criticized as promoting extrinsic motivation at the expense of intrinsic motivation. Using this method, students don't do tasks because they want to - they do it for the reward. They also want to get the 'correct' answer that the teacher wants them to provide, rather than using critical and divergent thinking to 'think for themselves'.

## **4. Chunking**

Students often struggle with too much information at once. If you give a student a list of 10 to 15 instructions to follow, they might get to step 4 or 5 before ... forgetting the rest! When a student has been given too much information to remember, we call it 'cognitive overload'. To overcome cognitive overload, we use a strategy called 'chunking'.

Chunking involves presenting a student with a small, manageable amount of information. Then, you help the student achieve mastery over that information before getting them to move on to the next 'chunk' of information.

## **5. Classroom Layout**

The way you set up your classroom matters.

- A classroom layout that is in rows will promote individual learning. Students will all be facing the teacher, suggestion a teacher-centered approach.
- A group desks setup will have students facing one another in small groups. This is more common for children in the younger years. With this layout, you'd expect students to be communicating with one another and sharing resources. This may be great for a social learning task, but not so great for a standardized test. The teacher needs to pause and have a think about what sort of learning they'd like to see, then set up the classroom according to their preferences.

## **6. Assessment**

- Effective assessment is a skill to be learned!
- One way of assessing students is to use the 'constructive alignment' approach by John Biggs.

- This approach ensures you align your teaching with assessment. You have to explicitly tell students: “This will be in the exam!”
- Constructive alignment encourages students to pay close attention, because they’ll know that they’re going to be assessed on this information later on.
- Another excellent assessment strategy is to provide a ‘formative’ and ‘summative’ assessment.
  - Formative assessments are assessments mid-way through instruction.
  - They help you gather a student’s progress.
  - You can change your teaching to focus on the student’s weaknesses so that they’ll do even better in the final (summative) assessment task.

## **7. Scanning the Classroom**

- This is a really important skill for teachers. A teacher must always have good oversight over their whole class. They should constantly scan their eyes around the room to see whether students are looking like they need support. It can also help with classroom management by identifying behaviour problems and nipping them in the bud.
- Walk around the classroom to get closer to the students and see how learning is progressing.
- When students know staff are actively scanning, they’re also much more likely to engage with their work and focus.

## **8. Prompting**

- Good teachers know how and when to provide prompts to students. A prompt is a little nudge of assistance that gets students thinking deeper about a topic.
  - For example in very simple terms, a student may be struggling with a reading task. They will be looking at the words and having a nightmare of a time trying to comprehend what they’re reading. The teacher might focus on context clues within reading and say: “Have a look at the picture on the other page. Might that help you comprehend the story better?”
  - Here, the teacher has provided a prompt that might help the student get past a point where they’re struggling at their work.

## **9. Transitioning**

- Moving between tasks and lessons is hard.
- Task transition is a period of time when students often get unsettled, silly, and distracted. If you do the transition poorly, you lose the attention of the students and waste a lot of time trying to reel them back in.
- Skilled teachers think long and hard about how they are going to achieve a smooth transition.
- They may, for example, play a game to get the transition to occur in absolute silence. Or, the teacher might get students to transition in smaller groups to control the transition more efficiently. You may have heard a teacher say “Anyone who’s name starts with an A can now get up and collect their books.” This is designed to give the teacher greater control over the transition between activities.

## **10. Asking Open Ended Questioning / Active Questioning**

- Many new teachers (and parents!) learn very quickly not to use closed questioning. These are questions that could be answered with a “Yes” or “No”.
- We tend to find that if a student can answer with just a “Yes” or “No” will only use a Yes or No to answer it.
- But ... with a Yes or No answer ... students don’t need to explain themselves! They don’t need to break points down, critique them, formulate thoughts into words, or express nuanced positions on issues.
- So, we try to ask questions that require full sentence answers.

For example, change:

- “Did the main character in the book learn his lesson?”

To a better open-ended question:

- “What lesson did the main character in the book learn?”

## 11. Setting High Expectations

- A skilled teacher knows that they need to set very high expectations for their students.
- This means expecting every student tries their very best each and every day.
- It does not necessarily mean that you expect a student to get top grades in every exam. It just means the student should try their hardest and push their own limits at every opportunity.
- High expectations is more about attitude than grades. A teacher with low expectations tends to have a class of students who are chatty, lazy, and careless.
- In our school we promote the notion that ‘Your best is good enough’, whilst instilling in the children that learning journeys are personalised
- By contrast, a teacher with high expectations will have a class of engaged, busy and focused students - because that’s the atmosphere the teacher has set.

## 12. Differentiating Instruction

- Differentiation is the ability to give each student a personalized lesson so that it best meets the needs of that individual. Many teachers just teach every student the exact same thing. This is still probably the most common form of teaching.
- But a skilled teacher differentiates.

They will:

- Place the students into ability groups and give them different tasks depending on their skill/ knowledge level.
- Demonstrate an awareness of the need to use a variety of teaching and learning styles to meet the learner’s needs. So for example
  - Give a student who is a visual learner a video to watch or use visual learning aid as a support prompt, while giving a student who is a kinaesthetic learn a physical task or practical equipment to support with learning. The students may meet the same curriculum outcomes, but in different ways depending on their learning styles.
- Ensure a lesson is taught using all the learning modalities to make sure students have multiple ways to learn the same topic.

- At Singleton we go further than this by including our Inclusive Quality First Teach approach which provides staff with frameworks for the following
  1. Communication and interaction
  2. Cognition and learning
  3. Social, Emotional & Mental Health
  4. Sensory and or physical ( including coordination)
  5. Maths
  6. English
  7. Science
  8. Gifted and Talented
- These identify and provide a broad set of pedagogical skills from which teachers can select for use to meet the particular learning needs of their pupils and support the teaching process.

### 13. Spacing Repetition

- Teachers need to repeat things - a lot.
- Homework is often the time when students practice through repetition. Students will be given a list of 20, 40, 100, etc. quiz questions, math questions, etc. to work through. These tasks are all about practicing a skill through repetition.
- However, a good teacher spaces repetition cleverly.
- Good spaced repetition involves repeating new information regularly.
- As students become more comfortable and competent with information, teachers won't repeat it quite as much - students have learned that topic!
- But, re-introducing a concept a week, month, or even several months later is useful because our minds start to forget things.
- So, spaced repetition is about constantly reviewing past content that you've previously learned to reinforce information into long-term memory.
- Subject leaders organise the progression of skills and knowledge within their subject to repeat, reinforce build on prior learning

## Difference between Pedagogy and Curriculum

The difference is this:

- **Pedagogy** is HOW we teach.
  - It involves all the strategies listed above.
- **Curriculum** is WHAT we teach.
  - It is all the subjects we teach, like math, science, English, history, geography, and so on.
  - It's development and organisation is crucial in terms of:-

- Inspiring learners to learn
- Providing the children with the 'Skills', 'Knowledge' and 'Cultural Capital' that they need to succeed as learners and succeed in life

Teaching is a real art. You need to develop strong pedagogical skills that can only be built over time. The small, subtle skills like knowing when to pause, where to stand, and what facial expressions to use are really, really important. Pedagogical skills are linked to both helping students learn better, and ensuring students are well behaved. However, remember, it's all linked: students need to be well behaved in order to learn more effectively!

We do not prescribe any particular teaching style or pedagogical approach at our school. We have developed the 'Inclusive Quality First teach' approach across the school for staff, which supports with the development of a broad set of pedagogical skills from which staff will select examples for use in particular situations. Our teachers / teaching assistants must actively read the different situations presented by their classes, adapt, and respond to the learning needs of the children. Therefore, our teachers need to - extensively and continuously develop their knowledge of their students' individual learning profiles and the implications this has for teaching and learning.

The following grids have been developed to support you as teachers to develop your own pedagogical skill set within a variety of contexts, subjects, and for children with specific additional needs. Their purpose is for staff to use them as a reference point to support their professional judgement in deciding which strategies meet and support the learning needs for the children in their class. The impact of following the approach should be that we provide high quality teaching and learning experiences that enable our children to realise their full potential



## Contents ▀ Audit tools for classroom use

### 1. Strategies for all learners - QFT checklist

Areas of need - strategies for pupils who may have difficulties in the following areas:

2. Communication and interaction
3. Cognition and learning
4. Social, Emotional & Mental Health
5. Sensory and or physical ( including coordination)
6. Maths
7. English
8. Science
9. Gifted and Talented
10. Real world examples of the QFT / Adaptive teaching

## Strategies for all learners - QFT checklist

	Comments:	Date:
Classroom well organized and labelled (with picture symbols) <ul style="list-style-type: none"> <li>Stimulating and supportive learning environment</li> <li>Working walls/Learning journey display</li> <li>Learning aids/ resources available and accessible - e.g. dictionaries, number lines, literacy mats, whiteboards etc.</li> </ul>		
Plan by deciding what everyone can learn then 'differentiate up'		
Clear lesson structure with learning objectives presented orally and visually		
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		
Clear, good quality modelling and explanation		
Instructions given in small chunks with visual cues		
Understanding checked by asking pupils to explain what they have to do		
Understanding is demonstrated in a variety of ways		
Active Questioning throughout lesson		
Range of groupings within the class including some random pairing activities		
Activities and listening broken up with breaks for more kinaesthetic activities		
Mini Plenaries - throughout the lesson - consolidating learning / moving learning on		
Five positive comments to one negative		
Praise is specific and named		
Memory supported by explicit demonstration and modelling of memory techniques		
Classroom assistants planned for and used to maximize learning		
Pupils are clear what is expected - use of 'WAGOLL' - what a good one looks like - examples.		
Talking Partners		
Brain, Book, Buddy, Boss		
Lead learners		
Good quality verbal and written feedback		
High Expectations for all		
Regular tracking of pupil progress used to inform planning		

## 2. Area of Need: Communication and Interaction

Quality First Teaching	Comments	Date
Photographs of staff and pupils displayed in foyer and classrooms		
'Rules' of good listening displayed, taught, modelled and regularly reinforced		
Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card)		
Pupil's name or agreed cue used to gain individual's attention - and before giving instructions		
Key words/vocabulary emphasized when speaking and displayed visually with picture cues		
Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play		
Instructions broken down into manageable chunks and given in the order they are to be done		
Checklists and task lists - simple and with visual cues		
Delivery of information slowed down with time given to allow processing		
Pupils are given a demonstration of what is expected		
System of visual feedback in place to show if something has been understood		
Pupils are encouraged - and shown - how to seek clarification		
Prompt cards using a narrative framework (who, where, when, what happened etc.) used to support understanding of question words		
Talking buddies or similar used to encourage responses		
TAs used effectively to explain and support pupils to ask and answer questions		
Varied seating arrangements - e.g. Classroom furniture and groupings consider whether pupils with speech & communication needs can see visual prompts and the teacher		
Access to a quiet, distraction free work station if needed		
'Word walls' or similar to develop understanding of new vocabulary		
Parents advised of new vocabulary so it can be reinforced at home		
Appropriate use of visual timetables - personalised to the child		
Minimise use of abstract language		
Ensure that preferred methods of communication (as well as level of eye-contact) known by all staff within school		
Clear, good quality modelling and explanation		

## Area of Need: Communication and Interaction

Possible interventions (additional to/different from)	Comments	Date
Programmes advised by Speech and Language Service		
Programmes advised by external agency		
'Talking Partners' programme		
'Nurturing Talk'		
'Socially Speaking'		
'Talkabout' Activities (Alex Kelly)		
'Language for Thinking' small group sessions (Stephen Parsons & Anna Branagan)		
Small group language work		
'SRB4' Building Language Skills in the Classroom		
Receptive language activities e.g. 'Blacksheep Publications'		
'Elklan' language programme training for school staff		
Opportunities to work 1:1 with a scribe		
Small group or 1:1 work to develop social skills		
Support or alternative provision for break times e.g. Nurture group etc.		
Support available if pupil has to leave the classroom to go to a pre-arranged place		
Support at times of particular stress e.g. coming into school, home time, PE lessons etc.		
Regular sessions with learning mentor		
Social stories written for specific areas of difficulty		
Comic strip conversations		
In class support to facilitate access to the curriculum.		

### 3. Area of Need: Cognition and Learning

Quality First Teaching	Comments	Date
Next steps' for learning derived from what the pupil can already do referring back to earlier stages when necessary		
Make sure you know the level of difficulty of any text you expect the pupil to read		
Key words/vocabulary emphasized when speaking and displayed clearly		
Pre-teaching of subject vocabulary Vocabulary clearly displayed; word banks, topic mats		
Resources, equipment, homework diaries make use of consistent symbols and colour coding <ul style="list-style-type: none"> <li>Variety of resources available and accessible; dictionaries, thesauruses, numicon, number lines, times table grids, phonics mats/posters Individual whiteboards</li> </ul>		
Instructions broken down into manageable chunks and given in sequence		
Teach sequencing as a skill e.g. sequencing stories, alphabet etc.		
Pupils encouraged to explain what they have to do to check understanding		
Links to prior learning explicitly made		
Key learning points reviewed at appropriate times during and end of lesson		
Colour coded word walls in alphabetical order		
Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders		
Provide - and teach use of - range of writing frames to aid organisation		
Alphabet strips / number lines stuck to desks		
Key words and/or phoneme mats / literacy support mats on desks		
Mark writing for content - encourage pupils to highlight one or two words themselves that may be incorrect to be looked at later		
Occasional opportunities to work with a scribe - perhaps within a small group to produce a piece of writing for 'publication' e.g. displayed on the wall, read to other children etc.		
Use IT programs and apps. to reinforce and revise what has been taught		
To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.		
Coloured paper for worksheets and coloured background on smart board		
Texts which reflect interest and age range - good range of 'hi -lo' (high interest, low reading age) available		
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		
Clear, good quality modelling and explanation		

## Area of Need: Cognition and Learning

Quality First Teaching	Comments	Date
Text presented clearly - uncluttered, use bullet points and clear font		
Diagrams and pictures to add meaning alongside text		
Cloze procedure exercises to vary writing tasks and demonstrate understanding		
Don't ask pupil to read aloud in class unless you know they have pre-prepared and are comfortable with this		
Additional time to complete tasks if necessary Teach and model memory techniques		
Use different coloured pens to support learning spellings, identifying different sections of text, one colour for each sentence etc.		
Mark starting point for each line with a green dot		
Minimise copying from the board - provide copies for pupil if necessary		
Teach pupil how to use planners, task lists etc.		
Teach keyboard skills		

**Area of Need: Cognition and Learning (additional to/different from)**

Quality First Teaching	Comments	Date
1:1 teaching from a specialist SpLD teacher		
1:1 or small group multi-sensory phonics programme e.g. 'Sounds-Write', 'Beat Dyslexia', 'Read, Write Inc.' catch up programme		
Additional multi-sensory follow up lessons using plastic letters, phoneme frames, writing to dictation etc.		
Daily 1:1 reading, teaching through errors		
Small group or 1:1 support for writing/reading - additional to literacy lessons		
FLS, ALS		
Fischer Family Trust Wave 3 programme		
'Better Reading' programme		
'Reading Recovery' programme		
Small group or 1:1 work on spelling programmes		
Support for pre-teaching concepts and vocabulary		
1:1 or small group lessons to develop memory skills using appropriate resources		
Revision sessions to revise and consolidate what has been learned		

#### 4. Area of Need: Social, Emotional and Mental Health

Quality First Teaching	Comments	Date
Take time to find pupil's strengths and praise these - ensure that the pupil has opportunities to demonstrate their skills to maintain self -confidence.		
Catch' the pupil being good and emphasize positives in front of other pupils and staff (where appropriate)		
Give the pupil a classroom responsibility to raise self -esteem		
Refer pupils regularly to classroom code of conduct, whole class targets and use consistently - ensuring that supply staff apply same consistency		
Play calming music where appropriate		
Give breaks between tasks and give legitimate 'moving around' activities e.g. Brain Gym, wake up and shake up		
Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi -sensory resources		
Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.		
Make expectations for behaviour explicit by giving clear targets, explanations and modelling		
Where possible, create a quiet area both for working and as a 'quiet time' zone		
Use a visual timer to measure and extend time on task - start small and praise, praise, praise		
Teach pupils how to use post -it notes for questions and ideas rather than interruptions (when appropriate)		
Provide alternative seating at carpet time if this is an issue		
Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary		
Ensure that tools/equipment are easily accessible and available for use.		
Give a set time for written work and do not extend into playtime to 'catch up' - the pupil will need these breaks		
Use pupil's name and ensure you have there attention before giving instructions		
Chunk instructions and support with visual cues.		
Make use of different seating and grouping arrangements for different activities		



## Area of Need: Social, Emotional and Mental Health

Quality First Teaching	Comments	Date
Personalise teaching where possible to reflect pupils' interests		
Communicate in a calm, clear manner		
Keep instructions, routines and rules short, precise and positive		
Listen to the pupil, giving them an opportunity to explain their behaviours. Use Restorative Justice or Harmer and Harmed question cards.		
Provide visual timetables and task lists - may need to be for a short period of time depending on the pupil		
Have a range of simple, accessible activities that the pupil enjoys to use as 'calming' exercises		
Communicate positive achievements - no matter how small - with home and encourage home to do the same. Could be in the form of a 'Golden moments' or 'Good News' book or 'Good notes' to be collected in a small plastic wallet		
Allow pupil to have a safe place to store belongings and fiddle toys		
Ensure groupings provide positive role models		
Transition from whole class work to independent or group work is taught, clearly signalled and actively managed		

## Area of Need: Social, Emotional and Mental Health (2)

Possible interventions (additional to/different from)	Comments	Date
Nurture Group support to develop social and emotional skills		
Use SEMH assessment tools like BSquared PSHE and Citizenship and The Boxall Profile completed to highlight needs and track progress		
Silver Seal		
Family Seal		
Small group work to develop listening, attention and turn taking skills		
1:1 barrier games to develop turn taking and listening skills		
Daily/weekly sessions with a learning mentor or trusted adult in school		
Support available if pupil has to leave the classroom to go to a pre-agreed place		
Support at times of particular stress e.g. coming into school, home time, PE lessons etc		
Social stories written for specific areas of difficulty		
Comic strip conversations to work on developing understanding of situations		
In class support to facilitate access to curriculum.		
Restorative Justice approaches		
Individual counselling		

## 5. Area of Need: Sensory Needs

Quality First Teaching - Visual Difficulties	Comments	Date
Give as many first hand 'real' multi-sensory experiences as possible		
Ensure correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye		
Try out different paper/Smartboard colours to try to find best contrast		
Consider lighting - natural and artificial - which is most comfortable?		
Avoid shiny surfaces which may reflect light and cause dazzle		
Take advice from specialist teams related to font style and size		
Short spells of visual activity should be interspersed with less demanding activities		
Eliminate inessential copying from the board		
Where copying is required, ensure appropriate print size photocopy is available		
Ensure range of writing materials is available so that pupil can choose most appropriate to maximize vision		
Always uses verbal explanations when demonstrating to the class. Read out aloud as you write on the board		
Address the pupil by name to get their attention		
Avoid standing in front of windows - your face becomes difficult to see		
Avoid the sharing of texts/monitors unless doing so is a priority for social reasons E.g. working together on a project.		
<b>Possible interventions (additional to/different from)</b>		
Equipment and resources as recommended by the Sensory Support Team or Ophthalmologist		
Enlarged copies of texts - size determined by pupil and sensory support team/ophthalmologist		
Access to audio books and associated equipment		

## Area of Need: Sensory Needs

Quality First Teaching - Hearing Difficulties	Comments	Date
Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good)		
Gain pupil's attention before important information is given		
Keep background noise to a minimum		
Slow down speech rate a little, but keep natural fluency		
Do not limit use of rich and varied language - trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning		
Allow more thinking and talking time		
Model and teach careful listening along with signals when careful listening is required		
Repeat contributions from other children - their voices may be softer and speech more unclear		
Occasionally check that oral information/instructions have been understood		
Face the pupil when speaking		
Keep hands away from mouth		
Key words on board to focus introduction and conclusion		
Divide listening time into short (ish) chunks		
Use visual symbols to support understanding		
<b>Possible interventions (additional to/different from)</b>		
Equipment and resources as recommended by the Sensory Support Team or Audiologist		
A language programme such as 'Time to Talk' or 'Talking Partners' may support language development for a pupil with a hearing impairment by offering a quiet, small group forum		

## Area of Need: Sensory Needs

Quality First Teaching - Co-ordination (2)	Comments	Date
Equipment clearly labelled and kept in same place in class		
Teach pupil how to use planner, diary, lists to organize themselves as appropriate		
Allow additional time to complete tasks		
Where possible, allow the pupil alternatives to taking part in team games where he/she will be identified as 'letting the side down'		
Allow access to lap-tops/tablets etc. & teach key board skills (e.g. BBC 'Dance Mat' typing)		
<b>Possible interventions (additional to/different from)</b>		
Equipment, resources and programmes as recommended by the occupational or physiotherapy services		
Co-ol' project or similar intervention		
'Motor Skills United' small group intervention programme		
Small group or 1:1 'Clever Fingers' type activities		
Small group or 1:1 handwriting activities (additional to usual provided for class) e.g. 'Speed Up' or the 'Teodorescu - Write from the Start' programmes		
Support and teaching of keyboard skills		
Use of voice processor and associated teaching (at least 80% accuracy)		

## 6. Area of Need: Maths

Quality First Teaching	Comments	Date
Ensure links to prior learning are implicitly made		
Give access to a wide range of practical resources		
Ensure key learning points are reviewed regularly throughout the lesson		
Ensure understanding of mathematical vocabulary. Are learners using the correct Language?		
Provide a talking partner for pupils to share/explain their mathematical thinking		
Give lots of thinking time		
Present tasks in a meaningful context		
Make close observations of pupils to fully understand the mathematical strategies being used to solve problems - get them to 'talk through' what they're doing		
Ensure multi-step tasks are supported by jottings and model this		
Give a wide range of contexts for pupils to apply their learning - exploring and investigating, reflecting on and talking through a process, demonstrating, directing and telling, reflecting and evaluating, using and applying, problem solving		
Give opportunities for pupils to make up problems using skills learned for their talking partner to solve		
Give opportunities for pupils to check their solutions using a range of methods		
Don't rush into abstract and formal written work before understanding is secure		
Be prepared to explore, repeat and rehearse steps again to ensure understanding of abstract concepts		
Use squared paper - one digit per square		
Different coloured pens for hundreds, tens, units		
Mini plenaries - re modelling consolidating and embedding / summarising and reminding		
Modelling of Strategies underpins all teaching		
Guided learning structures in place		
Set high expectations for students and encourage risk taking		

## 7. Area of Need: English

Quality First Teaching	Comments	Date
Ensure links to prior learning are implicitly made		
Teaching is lively, engaging and involves a carefully planned blend of approaches that direct children's learning.		
The children are challenged to think <ul style="list-style-type: none"> <li>Set high expectations for students and encourage risk taking</li> </ul>		
Give access to a wide range of resources dictionaries, thesauruses, phonics mats/posters, literacy table top support mats		
Ensure key learning points are reviewed regularly throughout the lesson		
Ensure understanding of vocabulary. Are learners using the correct language?		
Alternative ways of recording; scribe, Dictaphone, film, talking tins		
Writing frames to scaffold learning		
Provide a talking partner for pupils to share/explain their thinking <ul style="list-style-type: none"> <li>Provide opportunities for students to discuss texts, developing appropriate language for meaningful talk</li> <li>Give opportunities for pupils to share the writing process and the final piece of writing and up level each other's work</li> </ul>		
Engage students in challenging learning experiences		
Quality choices of text - Engage students in challenging content		
Cracking comprehension / writing / RS11+ comprehension for most able Y6		
Present tasks in a meaningful context		
Make close observations of pupils to fully understand the strategies (comprehension) and the expectations for a piece of writing - get them to 'talk through' what they're doing		
Ensure tasks are supported by jottings and strategies to support learning- e.g. in comprehension PEE strategy and using highlighters to identify the information in the text. <b>Model this</b>		
Give a wide range of contexts for pupils to apply their learning - exploring and investigating, reflecting on and talking through a process, demonstrating, directing and telling, reflecting and evaluating, using and applying		
Mini plenaries - re modelling consolidating and embedding / summarising and reminding/ challenging <ul style="list-style-type: none"> <li>Support or guide students as they practice the skills and strategies demonstrated</li> </ul>		
Modelling of Strategies underpins all teaching <ul style="list-style-type: none"> <li>Routinely and explicitly demonstrate how proficient readers and writers make meaning of, and construct, texts</li> <li>Demonstrate skills and strategies in a variety of ways to cater for different learning styles</li> <li>Demonstrate the use of reading skills and strategies across all learning and expect students to use them in all content areas</li> </ul>		
Guided learning structures in place		

## 8. Area of Need: Science

Quality First Teaching	Comments	Date
Ensure links to prior learning are implicitly made		
Give access to a wide range of practical resources		
Ensure key learning points are reviewed regularly throughout the lesson		
Ensure understanding of scientific vocabulary. Are learners using the correct Language?		
Provide a talking partner for pupils to share/explain their scientific thinking		
Give lots of thinking time		
Present tasks in a meaningful context		
Make close observations of pupils to fully understand the scientific strategies being used to solve problems - get them to 'talk through' what they're doing		
Give a wide range of contexts for pupils to apply their learning - exploring and investigating, reflecting on and talking through a process, demonstrating, directing and telling, reflecting and evaluating		
Give opportunities for pupils to check their solutions using a range of methods		
Effective modelling - explaining and illustrating		
Guided learning		
Mini plenaries - consolidating and embedding / summarising and reminding /challenging		
Set high expectations for students and encourage risk taking		



## 9. Area of Need: Able and Gifted

Quality First Teaching	Comments	Date
Investigations, problem solving		
Give access to a wide range of practical resources		
Real discussion		
Time-limited tasks		
Provide a talking partner for pupils to share/explain their thinking		
Give lots of thinking time		
Group work		
Quizzes and competitions		
Give a wide range of contexts for pupils to apply their learning - exploring and investigating, reflecting on and talking through a process, demonstrating, directing and telling, reflecting and evaluating, investigation and problem solving		
Give opportunities for pupils to check their solutions using a range of methods		
Effective modelling - explaining and illustrating		
Guided learning		
Mini plenaries - consolidating and embedding / summarising and reminding/ challenging		
Opportunities to work at their own pace		
Learning from mistakes in a supportive environment		
Alternative forms of recording		

## 10. Real-World Examples of QFT / Adaptive Teaching in Action

Adaptive teaching is a dynamic approach that caters to the diverse needs of students, removing [barriers to learning](#). Here are five fictional examples that illustrate its effectiveness:

1. **Special Educational Needs:** In Mrs. Johnson's class, a student with autism struggled with social interactions. Through adaptive teaching, she integrated group activities that fostered collaboration, enhancing the [student's social skills](#). This approach aligns with [Dr. Temple Grandin's](#) belief in building on strengths.
2. **Dyspraxia:** Mr. Smith noticed that a student had [difficulty with motor skills](#), affecting handwriting. He implemented technology-assisted writing tools, allowing the student to express ideas without the barrier of handwriting. A study by [Barnes et al.](#) shows that technology can mitigate the cognitive effects of dyspraxia.
3. **Dysgraphia:** Ms. Lee used explicit instruction and independent practice to support a student with dysgraphia. By breaking down writing tasks into manageable stages of development, the student was able to secure understanding and improve writing skills.
4. **Dyslexia:** In Mr. Thompson's class, a dyslexic student struggled with reading. He adapted the content by using audio books and visual aids, aligning with the [Orton-Gillingham approach](#), which emphasizes multisensory learning.
5. **Subtle Learning Barriers:** Mrs. Adams had a student who was consistently falling behind but had no diagnosed learning disability. With the help of a teaching assistant, they identified gaps in [foundational knowledge](#). Through targeted interventions and making staff aware of the student's specific needs, they were able to [bridge these gaps](#).

