

Inclusive Quality First Teaching / Adaptive Teaching Approach

St Bernadette's Catholic Primary School



"Growing Together in Faith, Love and Learning" is our mission statement.

On their journey through our school, children will GROW TOGETHER, supported by a school community, to strengthen their FAITH; LOVE one another and LEARN to achieve excellence in everything they do.

We are a Catholic school who wish to help parents educate their children to appreciate the awe and majesty of God and His Creation, including respect for themselves and others as they recognise that all are made in God's image. We will build a prayerful community who support each other on our Faith Journey by preparing for and sharing the Sacraments together.

We are determined to create an inclusive culture of learning where all children will be challenged in their thinking, to achieve to the best of their abilities and strive to become lifelong learners.

We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future.

This can be done most effectively when all staff, parents and children understand their responsibilities and work together towards the same goals, as detailed in our home/school agreement.

Inclusive Quality First Teaching (Adaptive Teaching)

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

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

Inclusive Quality First Teaching 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 pupils take individual and multiple pathways in their learning
- Adaptive teaching approaches across the curriculum
- Engage pupils 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'.

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

Development of a broad set of pedagogical skills within the Inclusive Quality First Teaching 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 children questions to find out their prior knowledge.
- Rewards for effort.
- Changing up the classroom layout.
- Setting high expectations.
- 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 children 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? Children 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 child 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 child 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 Consequences

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

However, the strategy is also criticised as promoting extrinsic motivation at the expense of intrinsic motivation. Using this method, children 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

Children often struggle with too much information at once. If you give a child a list of 10 to 15 instructions to follow, they might get to step 4 or 5 before ... forgetting the rest! When a child 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 child with a small, manageable amount of information. Then, you help the child 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. Children will all be facing the teacher, suggestion a teacher-centered approach.
- A group desks setup will have children facing one another in small groups. With this layout, you'd expect children to be communicating with one another and sharing resources. 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!
- An assessment strategy we use is to provide a 'formative' and 'summative' assessment.
 - o Formative assessments are assessments mid-way through instruction.
 - o They help you gather a student's progress.
 - o You can change your teaching to focus on the children'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 children 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 children 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 children. A prompt is a little nudge of assistance that gets children thinking deeper about a topic.

9. Transitioning

- Moving between tasks and lessons is hard.
- Task transition is a period of time when children often get unsettled and distracted. If you do the transition poorly, you lose the attention of the children 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 children 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 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 child 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 ... children 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 children.

- This means expecting every child tries their very best each and every day.
- It does not necessarily mean that you expect a child to get top grades in every exam, it just means the children should try their hardest and push their own limits at every opportunity.
- In our school we promote the notion that 'Your best is good enough', whilst instilling in the children that learning journeys are personalised
- 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. Spacing Repetition

- Teachers need to repeat things.
- Homework is often the time when children practice through repetition. Children 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 children become more comfortable and competent with information, teachers won't repeat it quite as much – children 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.

- o It involves all the strategies listed above.

- **Curriculum** is WHAT we teach.

- o It is all the subjects we teach, like RE, Math, science, English, history, geography and so on.

- o 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 children learn better, and ensuring children are well behaved. However, remember, it's all linked: children need to be well behaved and have behaviour for learning 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 Teaching' 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 childrens' 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.

Phonics - Quality First Teaching Offer

Phonics Offer For All

Whole school policy maps out teaching expectations and journey for each year group

Sounds-Write scheme used from EYFS to Year 6

Daily structured lessons (EYFS and KS1) – revise, teach, practice, apply model. Planning words used with careful consideration

Opportunities to practice, apply and embed learning across the curriculum

Marking policy used consistently across year groups / lessons, including 'live marking and feedback'.

Regular phonics assessment to identify gaps

Assessment for Learning – in the moment and also next lesson. Use of support staff

Immersed in stories, rhymes, songs and poems

Sounds-Write approach – low cognitive load, gestures, fidelity to the scheme, consistency in language.

Reception mat / Year 1 and Year 2 Phonic fobs – link home and school learning. Added to over the year.

Laminated card on lanyard to show children how to spell given sound.

Model and practice enunciation – describe mouth movement, use of mirrors, adult support

Use of working wall – HFW, fast eye words and previously taught content

Consider seating arrangements – see teacher's mouth and hear teacher's voice

Reading rich environment - resources (hand written and typed)

Playing phonic games with adults

Consider pace – slow down at times for specific sounds and learning points

Physical Development - fine and gross motor support – mark making on different scales and with different media

Regular feedback to parents / workshops for parents with strategies

Phonics Specific Adaptions For Some

Smaller set of resources for an individual / group

Assessment for Learning - Regular phonics assessment to identify gaps

Interventions separate from whole class phonics sessions

Pre-teaching specific vocabulary – apply new vocabulary at sentence level

Fine and gross motor support – targeted support with handwriting (Teodorescu Write from the Start)

Individualised phonic fobs – link home and school learning. Target children in Year 3-6

Phonics Specific Adaptions For Individuals

If relevant, individual learning reflected from EHCP.

Take part in only *some* of the session

Smaller set of resources for an individual

Short bursts

Gain child's interests

Specific praise – 'good turn taking' 'correct spelling'

Explain and **demonstrate** what each instruction looks like

"Name" before instruction

Small chunks of instructions, in order

Repeat information or give clues/hint

Ask the child to tell you what they have been asked to do

Visual prompts – now and next with photos if possible, visual timetable. Demonstrate with a visual.

Clearly labelled equipment

Distraction free area

Give 10 seconds to process

Encourage to ask for help

Multiple choice if needed

Model a response if child is unable to think of response

Expand child's response with 2 more words. Model back the correct response in order/correct vocab

Fill in the blank sentence "Mrs Armstrong was upset because....."

Vocabulary - Ensure the child understands the word before saying it. Use language that the child understands when explaining it. Introduce in familiar context. Model in sentence. Introduce with a visual. Help to explain "What does it look like?" "What does it start with?" Don't pretend to understand.

Reading - Quality First Teaching Offer

Reading Offer For All

Range of texts in class – well organised and teach how to navigate book areas. Use of class librarians

Reading area – phonically accessible texts (Barrington Stoke books)

When appropriate, most qualified adult to work with learners with greatest need of all (pupil premium/SEND)

Talk about book before reading – predictions, excitement, links with other books. 'Safe activity' for all – verbal questions, partner talk

Teach-Practice-Apply model to reading lessons (I do, We do, You do) Mastery approach

Finish the planned section of the book/text within the session

Oracy – thinking out loud, model the reader's comprehension process

Oracy - Model, share and peer talk with variety of types of class reading (choral, echo etc)

Are you Really Reading? – 5 strands of comprehension (range of reading activities)

Vocabulary / topic related vocabulary is specifically taught to children with examples – real life of photos

Fun, exciting, relaxing, informative experience (see school Enrichment/Enhancement/Trips and Visitors document) – wide and varied reading diet

Explicitly taught phonics code (see phonics offer for all and adaptations for some)

Content taught – the background knowledge, complex vocabulary, grammar knowledge, genre in lessons.

Marking policy used consistently across year groups / lessons – children receiving feedback immediately

Assessment for Learning – in the moment and also next lesson. Use of support staff

Daily class novel – listen to texts being read out loud. Audio book, podcasts (just listen). Reread class favourites and familiar texts.

Buddy Reading sessions – in classes and cross-class

Reading during other curriculum lessons

Regular and accurate assessment and matches phonic knowledge

Self-select – class and school library

Where possible plan activities which reinforce content of reading and engages e.g. making, cooking, research about a subject/topic area – history / geography

EYFS, KS1 and KS2 – daily reading opportunities (guided/WCR/part of English, cross curricular, daily novel)

Regular feedback to parents – termly report card / workshops for parents with strategies

Drama and role play to explore meaning of text. Story sacks for younger children.

Exposure to variety of text

Reading Specific Adaptions For Some

Pre-teach/pre-read - the background knowledge, complex vocabulary, topic related vocabulary, grammar knowledge, genre

KS2 – continue phonics sessions

Print accessible to learners

Dyslexic friendly font (Sassoon primary, twinkl and comic sans) mindful of k and a

KS2 – Reading Rocketeers and Top Class KS2 Reading intervention

Families who find it harder to support at home – daily reader in school

Props or guides to support children to follow the print e.g. lolly stick, reading ruler, pointer

Running record for regular assessment

Sharing reading – alternate page with child and adult

Multiple shorter reading sessions throughout the day

If longer reading session, build in movement breaks

Reading Specific Adaptions For Individuals

If relevant, individual learning reflected from EHCP.

Different coloured backgrounds / overlays

Yellow paged exercise books

NESSY daily programme (home and school)

Writing - Quality First Teaching Offer

Writing Offer For All

Rich text to stimulate writing, teaching new words and grammar in context.

Writing for a real life purpose – entertain, to inform etc. celebrate at the end.

Language / vocabulary rich classrooms

Language / vocabulary displayed with visuals (widget/"books for bugs") on working wall. Identify together as a class and model – magpie ambitious vocabulary / word of the week / wonderful words.

Playful with language – what does this look like?

Rehearse new words - practice saying together in different voices and with an action.

New vocabulary planned for and taught in context.

New vocabulary – multi sensory – read it, draw it, write it, act it out.

Culture of mistakes are celebrated

Oral rehearsal to develop their thinking out loud – small group, partner and whole class (ABC and AYRR? Mastery Approach, 'Think it, say it, write it, read it)

Model back the correct grammar / uplevel learners' language with high level vocabulary and different sentence structures (high expectations). Helicopter edits and AYRR? Scale of possibility.

Use pictures and actions to support oral rehearsal – story maps, symbols for story language.

Secure with key skills for each year group – Reception: ALL children hold pencil correctly, form most letters correctly and can write their name. Year 1: sentence makes sense with finger spaces, capital letter and full stop.

Model – shared – independent write

Orally rehearse by counting words on fingers – staff model all the time and expect children to do it.

Staff model phonics by segmenting and refer to working wall.

Model using sound lines – in all lessons, not only phonics. Reception class.

Identify word class when modelling sentences e.g. the advert describing your verb makes the night sound very eerie. In all lessons and throughout the day.

Share and model thinking process, making choices about words and sentence structure/editing.

Dictation activities (sounds write).

Allow thinking time. 10 seconds. **Model thinking process** – wondering and imagining.

Use school marking policy which is positive.

Create links in learning in different areas of the curriculum and make links to previous learning to revisit it.

Break learning into chunks – mix teacher talk with partner talk.

Opportunity for movement breaks for all in extended writing. Hand yoga.

Build in opportunities to develop **attention and listening skills** with whole class.

Visual timetable to include writing sessions

Give children warnings with a countdown so they know how long is left.

Allow children time to complete work – later in the day, day after.

Writing Specific Adaptions For Some –

Separate words in a sentence and write one at a time, say the sentence and draw a line for each word as you. Repeat the sentence, pointing to each line as you go. Colourful semantics.

Secure basics of pen grip and letter formation

Secure basics of spelling. 1:1 or small group teaching using Sounds Write

Phonics priority – plenty of practice of GPC they know and letter formation taught

Pictures and word banks of key vocabulary

Marking policy reminder with symbols for targets

Post it targets to take through work and stick in when achieved.

Story map for older children who need scaffolding.

Pre-read and pre-teach prior to lesson.

Movement breaks – jobs to do around classroom

Individualised storyboards, mind maps, actions, key phrases, key vocabulary for genre, characters.

Support using co-constructed sentences.

Use of technology – Clicker, use of ipads when appropriate, BBC Dance map

Phonics fobs

Writing Specific Adaptions For Individuals

Keep language simple and short

1:1 or small group teaching using Sounds Write

Use colourful semantics for sentence construction.

Pencil grips, slopes etc

Mathematics - Quality First Teaching Offer

Mathematics Offer For All

Whole school policy maps out teaching expectations and journey for each year group.

Use visual timetables to understand routines and transitions – now and next, include photographs in EYFS.

Mastery Approach – all learners engage in learning, working towards a common outcome, no matter their prior attainment.

Teach-Practice-Apply model to maths lessons (I do, We do, You do) mastery approach.

Continue to learn core knowledge and practice fluency outside the maths lesson – “Mathemagics”, Mastering Number EYFS/KS1, counting in 5s as they get ready for home time etc.

Required fluency skill is practised at the start of the lesson to support in main teaching.

Mistakes are embraced and viewed as part of the learning process – ABC used.

Point out what a ‘wrong answer’ could be, demonstrate understanding and develop reasoning.

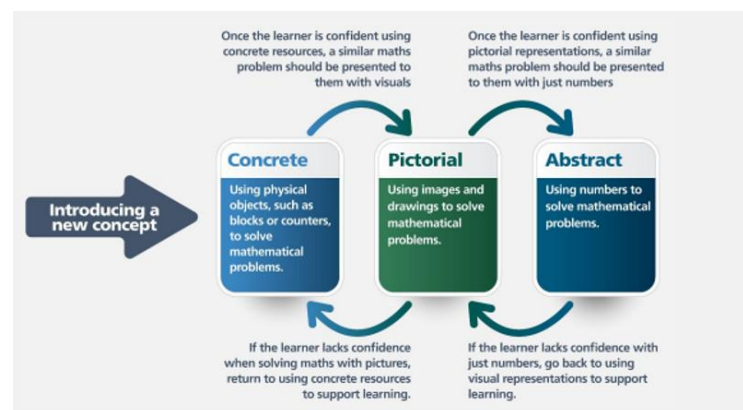
Concrete resources and visual aids to help e.g. times table square.

Resources and representations to help see the structure of maths – concept introduced with concrete resources.

Use representations the children are familiar with and used earlier on in their learning.

Easily accessible resources – model to children how to use and they access it independently.

Concrete – Pictorial – Abstract All learners go through this process.



Draw word problem.

Maths lessons are not silent – encourage and model talk through their ideas with teacher and partner.

Plan for oracy with stem sentences, visual support and / or peer partners.

Opportunities to practice, apply and embed learning across the curriculum – history, science, DT, Art, Geography

When appropriate, most qualified adult to work with learners with greatest need of all (pupil premium/SEND).

Use of working wall – learning documented and referred to within and across lessons. Stem sentences, key vocabulary, facts I know, variation, representation, mathematical thinking. Having up key resources and visuals (place value chart etc)

Clearly laid out worked example ready to refer to for working independently.

Vocabulary – before a concept is introduced, time taken to familiarise with new vocabulary and its meaning. Use language the children already understand. Model in a sentence.

Use of visuals and actions help children remember meaning of vocabulary, or how it links to a symbol.

Vocabulary / topic related vocabulary defined each time (e.g. sum, total, add where several different words for one mathematical concept). Questions rephrased to understand meaning or prompt / clue about its meaning.

Marking policy used consistently across year groups / lessons – children receiving feedback immediately.

Assessment for Learning – check for understanding in the moment and also next lesson. Do something about it! Reactive planning – reflect on progress and adjust subsequent lessons.

Flexible grouping.

Use of support staff.

REMEMBER: One step is not just a lesson. Consider pace – slow down at times for specific learning points / new concepts.

Regular feedback to parents – termly report card / workshops for parents with video and strategies.

When modelling, children to make jottings or copy each step out onto a whiteboard at the same time (KS2). Maths jotter to refer back to.

Behaviour specific praise to identify what has been done well and to motivate.

Pose open-ended questions with multiple answers e.g Odd One Out.

TTRS / Numbots / Maths Frame to practice accuracy at speed.

Play games outside of lesson – new or tricky concept (NRICH). Repeated regularly.

Mathematics Specific Adaptions For Some

Curriculum Considerations

Key Stage 1

- Learners should have 1 to 1 correspondence when counting.
- Learners should develop automaticity in addition and subtraction facts to and within 10.
- Ensure learners have a concept of 'more than' and 'less than' and can describe the relative sizing of number.
- Encourage learners to represent numbers in many different ways, in pictures, as a calculation, in words.
- Ensure learners can explain the place value of 10s and 1s.
- Use resources such as tens frames, Numicon and base 10 blocks confidently, to support learning where needed.

Key Stage 2

- Ensure learners are secure with all times tables (by end of Year 4), as this acts as a foundation for other maths concepts.
- Learners should have secure understanding of place value, up to 10,000 and beyond.
- Learners should begin to apply their knowledge of number and written methods to reasoning problems.

Additional input prior to the lesson. Pre-teach concepts and key skills, children enter lesson as an 'expert' with a head start. TA Hub on White Rose Maths.

Scaffolded task

Pre write information which is non-essential to the learning (e.g date, title)

Smaller set of resources for an individual / group – visuals and resources to meet the same objective as peers. May be needed for slightly longer.
Individualised pencil cases.

Print accessible to learners – plain paper, enlarged squared paper, yellow books.

Clearly laid out worksheets – not overwhelmed with page of questions or information. TA Hub White Rose Hub.

Families who find it harder to support at home – homework club at after school club.

Send a photocopy / Dojo of a successful piece of work home to share with parents/carers.

If longer session, build in movement breaks – BBC Supermovers.

Pair children not so confident reader with confident / TA to support in reasoning. Teaching listening skills and time to think.

Flexible delivery – may not be necessary to have all learners involved at once. Some children having teaching input and a group completing an accessible independent activity.

Incorporate questions which appeal to a learner's interest to maximise engagement and motivation.

Ask a child how they have found a concept or learning at the end of the session. Live marking.

Mathematics Specific Adaptions For Individuals

If relevant, individual learning reflected from EHCP.

Mastery approach – some learners may require a more personalised approach, specific learning outcome and provision to develop foundational skills.

Target number of questions to complete to work towards a goal and be more focussed. Give 5-minute warning before the end of the activity, allowing few extra minutes to finish off if needed. Timer used.

Use child's name to gain attention, before giving them an instruction.

Break down instructions into smaller chunks. Personalise instructions.

Give instructions in the order they need to be carried out.

Repeat key information.

Demonstrate what you say with something visual.

Give 10 seconds to process what they have been asked to do. Timers.

Encourage the child to ask for help.

Colourful semantics approach (twinkl maths/widgit)

Writing slope/non-slip matting

Use of voice recording devices.

Self-actualisation activities to develop independent learning skills.

Support to organise learning – check list of resources so they are ready, individual workspace, personalised visual prompts e.g. timers, fidget tools,

Planned breaks.