3. 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.

Physical Adaptations - Quality First Teaching Offer

Physical Adaptations for All

High aspirations for all learners, including those with SEND.

Not all learners with physical disability have cognitive need – we thought that this was unnecessary

Empower the child and support to build independence and resilience as could be at higher risk of anxiety, social isolation etc.

Learn about child's strengths and what makes them feel safe, as well as challenges. Seek child's views.

Identify and trial additional modifications and provision

C-STEP

C – Communication – preferred method

- key words/symbols (widget) and simple language in instructions. Clear and precise

S – Space – change space available

T – Task – small subtle task changes or larger modifications

E – Equipment - balloons with rice (visual impaired), wrap in tin foil (sensory learners)

- change size, weight and grip of equipment
- assistive specialised resources / technology (SHNE, SCOPE, pdnet organisations)
- audio-visual materials / subtitles

P – People – support from key people – model skills, break down activities and support with over learning / repetition

- peers, mixed ability groups

Broad variety of sports/physical activities

Fundamental skills (running, jumping, throwing, coordination, balance, agility, patterns of movement) from a young age

Seating arrangements to maximise social contact and unnecessary transfer between equipment

Seating arrangements to support visibility of each other, facial expressions, lip movements

Seating arrangement - left and right-handed learners can work comfortably

Sensitively use child as showcase for WAGOLL

Consider language e.g. move not walk. Be mindful of neurodiverse needs and use precise language for the movement needed.

Furniture size and type. Consider possibility of standing for particular tasks.

Personal care ensures dignity, privacy and safety

Signage in classroom and around school

Calm learning environment – noise levels, reduce clutter, clear labels, smells, temperature, lighting, meaningful displays

Provide prior warning for evacuation routes

Physical activities to support **gross motor** – body stretch, climbing frame, making lines with both hands simultaneously, wall / easel work, throwing, catching (Motor Skills United)

Physical activities to support **fine motor** – hand and arm exercises, specialist scissors, threading, Doh-Disco, playdoh / plasticine / theraputty (depending on appropriate resistance), pincher grips (Clever Fingers)

Signalong (what works for one, works for all)

<u>Specific Physical Adaptions for Some</u>

Alter assessment arrangements – enlarged paper, assistance, use of technology, alternative methods of recording e.g. scribe, Chromebook, voice to text.

Additional time to allow for processing

Encourage to use glasses/hearing aids/ walking aids to support access to school life

Rest / sensory breaks

Support core – wobble cushion, exercises, stool to sit on rather than chair

Support for letter formation – gross motor including crossing the midline to fine motor, Beery shapes EY2P Multi-sensory Approach to Handwriting, pencil grip, slope, handwriting intervention (Teodeorescu)

Intensive gross and fine motor skills programme as appropriate (see above)

Seek advice – dyspraxia foundation / Sensory Team at Wigan

Support Language development programme – Time to Talk, Infant Language

Visual Impairment - Bold writing pens, visualiser, ipad for increased size in print (N.B do not reproduce text from A4 to A3 on photo copier as text becomes distorted)

Access to larger/more tactile learning materials

Touch type with BBC Dance Mat training

Specific Physical Adaptions for Individuals

PEEP – Personal emergency evacuation plan

Specialist advice as apropriate

Intensive Signalong support as appropriate

Science - Quality First Teaching Offer

Science Offer for All

A whole-school science policy maps out teaching expectations and progression for each year group.

Visual timetables support understanding of routines and transitions (e.g. now and next) Photographs are used in EYFS.

Calm, well-organised working environments are established with clear routines. Preferential seating used and proximity to engage all learners.

As Science doesn't always follow the same lesson format and structure, learners are prepared in advance for how each lesson will run.

Learners are motivated and oracy is encouraged through stimuli or hooks (e.g. objects, model, or an image).

Working walls are used to document learning and are referred to within and across lessons (e.g. visual knowledge organisers, key stem sentences, scientific enquiry types and skills).

Visual knowledge organisers are co-created with children and include key knowledge and vocabulary with visuals. Pupils are encouraged to refer to these throughout the topic. These are displayed on the science working wall.

A mastery approach ensures all learners work towards a common outcome, building knowledge of key concepts and procedures systematically over time.

Flashback activities at the start of lessons revisit prior learning and vocabulary (including objectives from previous years, as outlined in the MTP).

Vocabulary from the previous lesson is reviewed at the start of each new lesson.

Misconceptions are anticipated through logical sequencing of content and are addressed as they arise.

Prior to introducing new concepts, time is given to explicitly teach and explore new vocabulary.

Vocabulary is revisited regularly throughout lessons using practical examples and visuals (e.g. Widgit symbols or real images).

Oracy-led sessions, supported by visuals, enable access for all learners and enable teachers to build upon and extend scientific thinking.

Partner, small-group and whole-class discussions encourage questioning and deeper understanding (e.g. Explorify).

Questions are rephrased where needed to clarify meaning or support vocabulary understanding.

Questions linked to learners' interests are used to maximise engagement and motivation.

Open-ended questions with multiple possible answers are used (e.g. *Odd One Out*, *What if…?*).

Mistakes are embraced and valued as part of the learning process.

Incorrect answers are explored to demonstrate understanding and develop reasoning.

The ABC approach (Agree, Build on, Challenge) supports respectful discussion and debate.

Practical and Resource-Based Learning

Concrete resources, representations and visual aids are used to support understanding (e.g. skeletons, circuits), building on representations familiar to learners.

Resources are easily accessible and modelled explicitly.

Opportunities are provided to practise, apply and embed maths skills within science (e.g. data collection and recording).

When working scientifically:

In KS1, secondary sources such as books, photographs, videos and simulations support scientific understanding.

In LKS2, learners broaden their scientific view through exploration, discussion, testing and developing ideas.

In UKS2, learners build on foundational skills by asking their own questions, analysing relationships and working methodically.

Practical experiments are carefully planned with clear, step-by-step instructions, adapted with visuals or additional guidance where needed. The purpose of each step is explicitly explained.

CLEAPSS guidance is used to support safe and effective practical science.

Support and Assessment

Where appropriate, the most qualified adult works with learners with the greatest need (e.g. Pupil Premium, SEND, EAL), using resources such as those from the Bell Foundation.

Support staff are deployed effectively.

Flexible grouping strategies are used and Talking trios.

Lesson pace is adjusted as needed, particularly when introducing new concepts.

Behaviour-specific praise is used to identify successes and motivate learners.

The marking policy is applied consistently across year groups/lessons, with immediate feedback where possible.

Assessment for Learning is ongoing: understanding is checked in the moment and revisited in subsequent lessons, informing reactive planning.

Science Offer for Some

Visuals are used to break lessons into manageable, achievable chunks.

Movement breaks are incorporated during longer sessions (e.g. BBC Supermovers, Daily Mile, sensory circuits).

Learners are pre-exposed to equipment and the nature of the lesson, particularly for practical work, to build confidence and to spark engagement and interest in the upcoming lesson.

Key concepts, skills and vocabulary are pre-taught to prepare learners for lesson content (e.g. Use ideas from PLAN Science exemplary Plans, The Primary Science Teaching Trust & STEM – Tackle the tricky bits of science).

Accessible word banks, taken from topic knowledge organisers and supported with images, are provided and referred to during explanations.

Teaching assistants support learners using word and picture banks and during independent tasks.

Print is made accessible (e.g. plain paper, enlarged squared paper, yellow books).

Worksheets are clearly laid out and not overloaded with information.

Non-essential writing (e.g. date and title) may be pre-written.

Learning is scaffolded: learners with writing difficulties may respond verbally, with adults scribing, note-taking or recording responses.

Learners with numeracy difficulties are supported through pictograms, manipulatives and familiar maths resources to support learning in science.

Worked examples are provided to model expectations whilst children complete independent work.

Concrete resources and comparisons are used to make abstract concepts accessible.

Smaller sets of resources may be provided for individuals or groups, allowing additional time where needed.

TA support encourages participation, focus and provides thinking time.

Small-group teaching is used to support learners working towards the objective.

Flexible delivery is used where appropriate, with staggered input and accessible independent activities.

Practical experiments are planned with clear, step-by-step instructions that can be adapted using visuals and more precise guidance for learners who need additional support.

The TA supports learners in scientific enquiry by breaking down practical activities into manageable steps, using visual aids where appropriate, to ensure all learners understand both what they are doing and the scientific purpose behind each step.

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

Science Offer for Individuals

Provision reflects individual needs as outlined in EHCPs where applicable.

The sensory curriculum supports early scientific concepts (e.g. colour, light, the natural world).

Bsquared assessments (Early Steps) are used to assess Understanding the World and Science.

A mastery approach is maintained, with personalised outcomes where needed to develop foundational skills.

Child's name used to gain attention, before giving instructions.

Instructions are personalised, sequenced clearly and broken into small steps.

Key information is repeated and reinforced visually.

Processing time (at least 10 seconds) is given after instructions.

Target number of questions to complete to work towards a goal and be more focussed.

Encourage the child to ask for help.

Tasks are chunked with a clear target number of questions or activities.

Five-minute warnings are given before transitions, supported by timers (allowing a few extra minutes to finish off if needed).

Colourful Semantics and Widgit are used to support communication.

Physical supports such as writing slopes and non-slip mats are provided.

Voice recording devices are used where appropriate.

Self-actualisation activities used to develop independent learning skills.

Support to organise learning includes checklists, individual workspaces and personalised visual prompts (e.g. timers, fidget tools).

Planned breaks are incorporated.

Small-group practical experiments use adapted step-by-step instructions with visuals, ensuring learners understand the purpose of each step and can link actions to scientific concepts.

Computing - Quality First Teaching Offer (*also see Reading, Maths, Science and DT QFT offer***)**

Computing Offer for All

High expectations

NCEE Long Term Map maps out teaching expectations and clear progression for each year group.

Visual timetables support understanding of routines and transitions (e.g. now and next) Photographs are used in EYFS.

Calm, well-organised working environments are established with clear routines. Preferential seating used and proximity to engage all learners.

Clearly laid out and concise worksheets – not with large amounts of questions or information. With print accessible to learners.

Ensure misconceptions are identified early and not embedded. Show examples of common misconceptions to children.

Practical, hands on activities both connected and unplugged enables children to visualise solutions.

Model answers and children to discuss completed examples.

Flashback activities at the start of lessons revisit prior learning.

Vocabulary from the previous lesson is reviewed at the start of each new lesson.

Misconceptions are anticipated through logical sequencing of content and are addressed as they arise.

Prior to introducing new concepts, time is given to explicitly teach and explore new vocabulary.

Vocabulary is revisited regularly throughout lessons.

Lessons, supported by visuals from NCEE slides, enable access for all learners and enable teachers to build upon and extend thinking and learning.

Partner, small-group and whole-class discussions encourage questioning and deeper understanding

Mistakes are embraced and valued as part of the learning process.

Assess prior knowledge to create links between old and new content. Opportunities to recall key terms and revisit topics across the curriculum.

Check in with children throughout the activity – live marking.

Work through examples together, opportunities to ask questions.

Clear instructions in the form of a checklist.

Opportunities to predict to develop problem solving skills.

Build relationships with children. Connect to their personal experiences. Link in stories about using computing. Learn what hobbies / topics the children are interested in, to incorporate into lessons.

Build confidence, resilience and growth mindset with praise.

Adaptive planning – consider barriers beforehand, plan for scaffolding.

Focus on solving problems, rather than finding a single right answer.

Guided inquiry – children can ask questions, explore and try different approaches and challenge each other's ideas safely.

Encourage independent learning strategies BBBGB (below). Additional support in the beginning, slowly removing.

Here is the step-by-step breakdown of the strategy:

- **Brain:** Before asking for help, the student must stop and think about what they already know to solve the problem themselves.
- **Board:** The student refers to the whiteboard or smartboard, where instructions or clues are often displayed.
- **Buddy:** The student asks a friend or classmate for help or works together with a peer to find the solution.
- **Google:** There may be opportunities in computing lessons to use Google

- **Boss:** Only after trying the first four steps does the student ask the "Boss" (the teacher or teaching assistant) for help

Promote figures in computing who represent a diverse range of disabilities in computing and across the curriculum.

Vocabulary

Familiarise children with tier 2 words – embed into classroom

Tier 2 words are high-utility academic vocabulary—words that appear frequently across many subjects and in mature language, but aren't so common that students automatically know them.

e.g. contrast fortunate establish predict relevant complex compare investigate

Use correct technical terminology from NCEE lesson plans and NCEE topic Learning graphs

Model correct use of vocabulary.

Display and refer to vocabulary next to widget within the room.

Online Safety

Children shown how to use technology safely, respectfully and responsibly. Know what unacceptable online behaviour is and how to report concerns. Particularly for our most vulnerable children.

All Children access Evolve Knowledge maps which feed into targeted Half termly e-safety lessons.

Targeted lesson from Evolve resources on e-safety in the first computer lesson of each half term.

Computing Offer for Some

Chunk information and create clear, easy to follow checklists where needed.

Reader/more confident response partner to support children in reading and interpreting NCEE visuals.

Scaffolded targeted work and simplified tasks according to capabilities of children.

Additional time where appropriate to mitigate cognitive delay.

When re-iterating points, rephrase sentences to include key vocabulary.

Provide with a glossary of terms which can be referred to if needed.

Introduce new terms slowly and rehearse new words with writing, speaking, mini games, questioning, visuals, signing.

Computing Offer for Individuals

Pre-teach vocabulary / content

Pre-warn children about assessment/topic changes.

Provision reflects individual needs as outlined in EHCPs where applicable.

Instructions are personalised, sequenced clearly and broken into small steps.

Physical supports such as fidget tools, timers, foot bands etc where needed.

Key information is repeated and reinforced visually.

Target number of questions to complete to work towards a goal and be more focussed.

Individual children's vulnerabilities for e-safety to be supported through direct work.

Individual tasks adapted step-by-step instructions with visuals targeted to the learners needs.

Five-minute warnings are given before transitions, supported by timers.

Specialist resources to access the curriculum – CodeJumper / Blocks4All / screen reader / magnifier aids (visual impairment)

Accessibility to desk / workstation by arranging furniture (mobility needs).

Other assisted technology devices.