

Information on Quality First Teaching Learning Support Department



The National Strategies suggest that the key to success with all learners is High Quality Teaching (HQT). This has been used as a mantra across the strategy in guidance, tools, resources and the numerous events The National Strategies run across the country. HQT originates from DCSF's (Department for Children, Schools and Families) guide to personalised learning published in 2008 which summarises its key characteristics as:

- 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.

(DCSF, 2008) '*Personalised learning – a practical guide*'

High Quality Teaching is also described as the Wave 1 of the National Strategies' Three Waves of Intervention and since 2014 has been imbedded within SEND Code of Practice.

All schools are expected to follow this code of practice:

Wave 1 – High Quality Teaching

The vast majority of students make progress through receiving high quality teaching. Quality First Teaching provides highly planned lessons as part of a broad and robust curriculum that engages students in a range of activities and experiences to develop their learning and skill sets. Such teaching will, for example, be based on clear objectives that are shared with students and returned to during, and at the end of the lesson; carefully explained new vocabulary; use of interactive teaching styles; maximum use of visual and kinaesthetic as well as auditory/verbal learning.

At Tomlinscote these students may be highlighted as Watch/Additional needs or 'K' Support on the SEND Register

Wave 2 – Small group and one to one interventions

In addition to Wave 1, some students require further support in order to achieve and progress well. This can often be provided through small group, time limited intervention programs delivered by a member of the school's Learning Support team, that will advance students' progress and help them achieve in line with their peers.

At Tomlinscote these students should be listed as 'K' Support on the SEND Register.

Wave 3 – Intensive support

As well as gaining support in the form of Wave 1 and 2, some students may require an enhanced, personalised approach with an ongoing program that is tailored to their specific difficulties and needs.

At Tokmlinscote these students may be 'K' Support or have an 'EHCP/Statement' on the SEND Register.

What does High Quality Teaching look like at Tomlinscote? – Wave 1

- Students make progress every lesson. The majority make progress over time.
- The teachers lesson, design and planning, will ensure that all pupils are involved and able to engage with their learning
- The teacher will differentiate the curriculum planning, questioning and tasks set
- The delivery will be differentiated by using simplified language and slower lesson pace
- Verbal and written feedback informs pupils of their next steps and how to achieve them
- Differentiated outcome is expected from the start of the task
- Teachers will vary tasks to involve collaborative group or paired work
- Increased visual resources are used i.e. pictures, starters, writing frames, task lists
- Hierarchical Learning Objectives will be addressed at the beginning of each lesson
- Success criteria will be differentiated and explained prior to the task
- Pre-teaching may occur to ensure that all pupils are able to access the task
- A variety of styles of teaching will be used
- LSA or teacher support may be directed to one particular group or an individual student
- Regular assessments are conducted to monitor progress
- Staff will be aware of individual needs of students
- Teacher have an Open Door Policy to promote a positive learning environment
- Some lessons will benefit from LSA support in the classroom
- Students have access to a wide range of clubs and activities
- We support and celebrate students' achievements
- Teachers and LSAs promote independent learning skills
- SIMS and SISRA databases are used to track progress
- Regular SEN updates and support for all teachers is available
- Whole school INSET on Assessment for Learning and regular updates on successful techniques

By planning, creating and delivering, high quality lessons that are differentiated and inclusive for all students, we are providing Quality First Teaching in the classroom.