

Woodnewton a Learning Community

Quality First Teaching and Learning Provision (Wave 1 interventions)

<p>Conditions for learning</p> <p><i>Children work in a classroom climate in which they feel safe, secure and valued.</i></p>	<ul style="list-style-type: none"> • Classroom and behaviour expectations are displayed with visual prompts; effective and positive behaviour management strategies are used, including class routines, and listening rules • Learning zones and wellbeing scales displayed and used to ensure positive and productive learning environment • All learners are clear about structure of lesson and day, e.g. visual timetables are on display • Contribution of all learners valued – secure, safe and supportive learning environment • Transition from whole-class work to independent and group work clearly signalled and effectively managed • Texts and equipment are at learner’s instructional level and matched to their age, ability and needs • Classroom displays and working walls are used effectively and interactively and support independent learning • The environment reflects the cultural and linguistic background of learners • Access to appropriate ICT equipment and software • Access to adults and any resources used has been planned for, e.g. background noise avoided where possible, light source in front of teacher not behind, blinds in classroom • Resources are accessible and clearly labelled • Consistent use of reward systems to promote appropriate behaviour choices and maintain a positive climate for learning. • Promote readiness to learn – self organisation • Positive attitude with the children to promote self-belief, high expectations and high aspirations • Promote resilience
<p>Development of learning</p> <p><i>Questions probe understanding and develop thinking and reflection</i></p>	<ul style="list-style-type: none"> • Time and support given before responses are required, e.g. personal thinking time, partner talk, persisting with progressively more scaffolding, <i>time for translation</i>, until child can answer correctly • Use of a variety of questioning and techniques used so as to challenge learners at all levels • Contributions reflected back by teacher in expanded form or expanded on by other learners • Visual and tangible aids used and made available when required, e.g. graphic organisers/key visuals, story sacks, real objects, signs and symbols, photographs, variety of number lines, computer animations, digital video or audio recordings, abstract concepts made concrete, key language and first language prompts • Links made to previous lesson objectives • Tasks made more open or more closed according to learner’s needs • Personalised targets for each child

<p>Knowledge of subjects and themes</p> <p><i>Teaching is lively, engaging and involves a carefully planned blend of approaches that direct children' learning</i></p>	<ul style="list-style-type: none"> • New or difficult vocabulary and language structures clarified, written up, displayed and revisited with pre and post teaching where appropriate. • Multi-sensory teaching approaches (visual, verbal, kinaesthetic) in use • Tracking back in literacy and numeracy to reinforce previous learning and language development • Time provided for oral rehearsal before writing • Bilingual resources are provided , where appropriate
<p>Planning</p> <p><i>A range of assessment strategies, including peer and self-assessment, inform teaching</i></p>	<ul style="list-style-type: none"> • All learners are clear about the lesson objective and success criteria • Tasks clearly explained or modelled – checks for understanding, task cards or boards as reminders, time available and expected outcomes made clear to all learners • Learners have been taught strategies which mean they can continue to work without direct teacher help if they get stuck; prompts to remind them are on display • Tasks simplified or extended, e.g. short, concrete text used by one group or long, abstract text by another • Appropriate challenge for all learners, focus on depth of understanding • Peer assessment/self-assessment
<p>Understanding Learners' needs</p> <p><i>Children are offered a variety of ways in which to record their learning</i></p>	<ul style="list-style-type: none"> • Teacher checks for understanding of instructions, e.g. by asking a child to explain them in their own words • Support in place for children with working memory problems – sticky notes, jottings, tasks broken down, concrete material to support • Interactive strategies used, e.g. children having cards to hold up or own whiteboards or coming to the front to take a role • Scaffolding, e.g. problem solving grids or visual tools or clue cards provided where needed, marking policy providing effective feedback used • Talking and writing partners used • Nelson handwriting programme is followed to develop handwriting patterns, letters and joining • Letters and Sounds phonics programme is followed, implemented and embedded in reading whole texts supported by rich literacy provision • Individual work stations if required
<p>Engagement with learners and learning</p>	<ul style="list-style-type: none"> • Learners help and support each other with ideas; they give one another space in which to think and respond to questions

<p><i>Pupil groupings are flexible and maximise learning</i></p>	<ul style="list-style-type: none"> • Variety of learner groupings used so that learners are able to draw on each other's strengths and skills, produce random groups for talk partners • Effective use of additional adult support, e.g. learning objectives clear, independence rather than dependence promoted, peer interaction encouraged • Learners' seating purposely organised.
<p>Links beyond the classroom</p> <p><i>Various approaches, notably ICT are used to help learners extend their learning</i></p>	<ul style="list-style-type: none"> • Alternatives to paper and pencil tasks used where appropriate, e.g. ICT, diagrams • Using the outdoor environment to incorporate practical activities • Effective use of the (Interactive Whiteboard) IWB to model, demonstrate, reinforce and prompt • Parents actively involved in their children's learning • Links made to prior knowledge and learning

Woodnewton a Learning Community Support (wave 2 and 3 interventions)

Cognition and Learning

Wave 2 provision	Wave 3 provision	Involvement of External professionals.
<ul style="list-style-type: none"> • Additional adult support for classroom based learning within a group. • Additional small group teaching of basic literacy and mathematics skills outside the main class lessons. • Letters and Sounds catch up groups. (reading/phonics/writing) • Maths Target intervention group • Identified priority readers – trained parent helpers, teaching assistants. • Pre teaching to increase access and understanding of class based learning. 	<ul style="list-style-type: none"> • Additional adult support for class based learning on a 1:1 basis. • Personalised maths programmes designed by the class teacher. • Personalised resources to support class based learning • Toe by Toe • 1:1 reading support • 1:1 Letters and Sounds (reading/phonics/writing) • Recommended specialist resources purchased <ul style="list-style-type: none"> ○ to support learning. Eg ICT resources. 	<ul style="list-style-type: none"> • Early Years Intervention and inclusion Team • Educational Psychologist

Communication and Interaction

Wave 2 provision	Wave 3 provision	Involvement of External professionals.
<ul style="list-style-type: none"> • Additional adult support for class based learning within a group. • Time to Talk Programme – EYFS and KS1. • Talk Boost 	<ul style="list-style-type: none"> • Additional 1:1 adult support for class based learning. • 1:1 follow up sessions for SALT to practice skills. 	<ul style="list-style-type: none"> • NHS SALT • Early Years intervention and inclusion team. • Autism Outreach

<ul style="list-style-type: none"> • Additional Support Plans in place for children who require additional support and different approaches to teaching and learning to ensure their inclusion in classroom activities. • Autism friendly classrooms • Pre teaching of vocabulary to support access to, and understanding of, class based learning. • The Hive interventions <ul style="list-style-type: none"> - Friendship groups - Communication groups - Lego speaking groups - Managing anger - Confidence climbing group - Breakfast club/Social mornings - Woodland Warriors/Forest School 	<ul style="list-style-type: none"> • Personalised Visual timetables / work systems schedules / work stations • PECS used to enhance communication if necessary. • Personalised Social communication sessions 1:1 • Social Stories • Use of enhanced communication with home – daily communication book. • Box Full of Feelings programme • Daily 1:1 check ins from learning mentor • Daily 1:1 check ins 	<ul style="list-style-type: none"> • Educational Psychologist.
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Social, Mental and Emotional Health

Wave 2 provision	Wave 3 provision	Involvement of external Professionals.
<ul style="list-style-type: none"> • Additional adult support for class based learning within a small group. • School behaviour management system which supports positive behaviour management. • Nurture Provision • Learning Mentor support • Play leaders for lunchtimes • Buddy system • Lunchtime and playtime support • Nurture group provision in groups <ul style="list-style-type: none"> ○ Friendship groups ○ Communication groups ○ Lego speaking groups ○ Managing anger ○ Confidence climbing group ○ Team building groups (Forest School/Woodland Warriors) 	<ul style="list-style-type: none"> • Additional 1:1 adult support for class based learning. • Meet and greet by key adult every morning. • Individualised reward programmes • 1:1 mentoring sessions • Personalised emotional literacy sessions • Personalised anger management sessions • Personalised self-esteem sessions • Social Stories • Positive Intervention Plans (PIP) • Time out-opportunity to reflect on behaviour choices. • Personalised support for school trips. • Daily 1:1 check ins from learning mentor • Daily 1:1 drop ins to the nurture room 	<p>CAMHS</p> <p>Social Services Early help Assessment process Child development Centre. Children’s Centre -Seedlings</p>

Sensory and/or Physical

Wave 2 provision	Wave 3 provision	Involvement of external Professionals.
<ul style="list-style-type: none"> • Additional adult support for class based learning. • Handwriting group • Fine motor skills group 	<ul style="list-style-type: none"> • Additional 1:1 support for class based learning • Formulation and Implementation of a Personal Care/intimate care Plan if needed. 	<ul style="list-style-type: none"> • School Nursing team • Occupational therapists • Physiotherapists

<ul style="list-style-type: none"> Gross motor skills group (Yoga/Sensory Circuits) 	<ul style="list-style-type: none"> Recommended Occupational Therapy or Physiotherapy programmes followed if required Recommended specialist resource purchased to support learning / access to learning. Dietary needs met by school catering providers. 1:1 motor skills 	<ul style="list-style-type: none"> Advisory teaching service for Hearing or Visual Impairment Outreach from local Special Schools Educational Psychology
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There is an ongoing programme of staff development and training which impacts on the high quality support Woodnewton a Learning Community provides. The SENCO offers ongoing support and advice to class teachers and facilitates referrals to external agencies. Wave 2 and 3 Provision will be constantly monitored to reflect the needs of the children within the school.