

Wave1 provision at Long Ditton Infant and Nursery School. These strategies are used in our classrooms and they are all part of what we consider **QUALITY FIRST TEACHING**. Different strategies will be used at different times to meet the needs of our children.

| Communication & Interaction strategies | General classroom strategies | Cognition and Learning strategies |
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| <ul style="list-style-type: none"> • Learning objectives shared with children • Key vocabulary clearly displayed • Reading records to share with home • Class notice boards outside classes • Circle time • Keeping instructions clear and simple • Asking children to repeat back instructions • Gestures used to support spoken word • Word maps (displays and on tables) • Adults use differentiated or simplified language as needed | <ul style="list-style-type: none"> • Children help and support each other with ideas (e.g Talking partners, informal paired /group talk) • Children's contributions are valued by peers & adults • Seating plans, groupings and pairing of talk partners are used to ensure the best learning opportunities • Learning activities are modeled to children • Multisensory teaching and learning • Brain gym /movement breaks are used to help children feel ready to learn • Class Visual timetables are used • Visual prompts, aids and resources support learning e.g. word banks, sound mats, number lines etc • Inspiring and stimulating learning so children are interested and keen to learn | <ul style="list-style-type: none"> • Differentiated planning and work to ensure learning matches individual children's ability and includes a suitable level of challenge • Differentiated delivery and questions e.g. simplified language, slower lesson pace, higher / lower order questions to match the needs of different children • Clear success criteria so children know what they need to do to succeed • Flexible methods of recording as appropriate e.g. cartoon strip instead of written prose, use of ICT • Group and individual targets • Next steps to improve learning and skills are shared with children (verbally and using the child friendly marking code) |
| <p>Sensory and Physical strategies</p> | | <p>Emotional, Mental and Social strategies</p> |
| <ul style="list-style-type: none"> • Flexible teaching arrangements (e.g seating, pupil being able to move at will to access lesson) • Teachers are aware of the impact of sensory and physical impairment so ensure they are not covering their mouth when talking; keeping background noise to a minimum ; facing children when speaking • Appropriate lighting • Availability of resources e.g. wobble cushion, lap weights and pencil grips • Suitable furniture and space • Easy access to resources • The length of activities are age appropriate • Motor development supported through the PE curriculum and Funky Fingers | <ul style="list-style-type: none"> • Additional adults are purposefully managed to support learning and progress • The school behaviour policy is followed consistently by all staff • Pupil voice is heard formally (school parliament, school buddy meetings) and informally • The school values are explicitly taught and embedded in the curriculum and actively encouraged in communication between all members of the community • Mistakes are recognised as a valuable part of learning • Praise is purposeful and used for effort, behaviour and success • Supportive classroom displays and resources labeled and accessible to children | <ul style="list-style-type: none"> • Whole school golden rules • Class rules clearly displayed • Early Years class behaviour reward system (happy / sad clouds) • Year 1 & 2 behaviour reward system (star /Amber & Red cards) • Time out systems (sandtimers) • Assemblies and circle times that focus on specific issues • Individual reward charts as required • Year 2 buddy system at lunchtime • Restorative approach to dealing with behaviour issues (behaviour policy followed while discussing feelings of both parties and what could be done to restore a positive relationship) • Differentiated expectations of ability • Relevant training for school staff |