

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
<ul style="list-style-type: none"> • Learning objectives shared with children • Key vocabulary clearly displayed • Reading records to share with home • Weekly Newsletter includes details on learning, upcoming events, important information • Parent mail and class notice boards • Circle time • Keeping instructions clear and simple • Asking children to repeat back instructions • Gestures used to support spoken word • Word maps easily accessible • Adults use differentiated or simplified language as needed • Restorative approach questions • Emotions coaching 	<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 modelled 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, writing with symbols etc. • Inspiring and stimulating learning so children are interested and keen to learn • Additional adults are purposefully managed to support learning and progress 	<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 • Next steps to improve learning and skills are shared with children and parents (verbally and using the child friendly marking code)
Sensory and Physical strategies	<ul style="list-style-type: none"> • The school positive behaviour management policy is followed consistently by all staff • 123 n Magic is used consistently across the school • 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 • Specific praise is purposeful and used for effort, behaviour and success • Supportive classroom displays and resources labelled and accessible to childre 	Emotional, Mental and Social strategies
<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 is age appropriate • Motor development supported through the PE curriculum and Funky Fingers 		<ul style="list-style-type: none"> • Whole school golden rules • Class rules clearly displayed • Individual class's behaviour reward systems (e.g. points, marbles in the jar, raffle tickets) • 123 Magic behaviour management (consequences) • Time out systems (sand timers) • 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) • Emotions coaching approach • Differentiated expectations of ability • Relevant training for school staff

