



# Longhoughton CE Primary School

## Quality First Teaching Offer: what all our children are entitled to



*God has given each of us a gift from his great variety of spiritual gifts. Use them well to serve each other. 1Peter 4:10-11*

We are all different in a wonderful way. Our special talents and personalities need to be recognised, nurtured and celebrated. We all have our individual challenges and support needs to. By coming together to support each other, we create a rich community in which we can all succeed together.

### St David's Class

#### Relational Practice

- All children are met and greeted by name in the morning by their class teacher and/or a member of support staff
- We observe differences – new hair-cut, new glasses, for example – and share interest in recent experiences
- We are committed to spending quality time with each child to get to know them and their families well
- We notice changes in mood or behaviour and find time to talk these through and understand the context behind the change
- We model our school values in how we behave with and towards our children and each other in and around school
- All staff are trained in the Zones of Regulation and the key principles of the Thrive approach in order to support children with the different emotions they may experience, and how to self-regulate when we are unsettled
- All children have access when needed to one-to-one support from a member of staff specially trained in emotional support
- We celebrate successes, showcase each others' work and talents, and use positive approaches to maintaining behaviour for learning such as raffle tickets and rewards
- Children have a worry box they can use and are familiar with the child friendly version of our Safeguarding and Child Protection Policy

#### Cognition and Learning

- We use the summative assessment data and ongoing formative assessment to design learning according to the needs of the cohort and individuals within that
- We design the learning environment and teaching approaches to support children to focus and to avoid cognitive overload
- All lessons feature the retrieval of prior learning
- We use responsive and adaptive teaching strategies to support the individualised nature and pace of children's learning. This includes how we scaffold learning, use manipulatives and pre-teaching of key concepts and vocabulary
- Strategies such as *Think, Pair, Share* allow all children to process and communicate their learning and ideas
- Visual timetables help children to understand and predict the structure of their day
- Letter and word mats on tables support children to access learning
- Resources such as reading rulers are available to help overcome specific challenges
- Working walls help children to recall and connect key concepts within learning
- Flexible groupings and small learning groups across the whole curriculum allow children to access learning at the pace and with the support that is suited to them at that time

#### Sensory and Physical

- Active and experiential learning approaches enable rich and varied learning experiences throughout each day
- Outdoor learning opportunities are embedded throughout our curriculum
- Access to calm spaces within the classroom and in the sensory room when needed
- Brain breaks support children to maintain focus for longer periods
- Flexible use of carpet space and the learning environment mean children are moving around frequently
- Fidget supports are available to all if needed to help focus
- An organised, tidy classroom with colours and space planned carefully minimises over-stimulation and supports children to feel safe and confident in their learning environment
- Children sit at tables and chairs that are the right size for them at their stage of growth

#### Communication and Interaction

- Active learning within the classroom and outdoor learning embedded throughout the curriculum helps to promote the strong development of communication and social interaction
- Visual timetables help children to describe the structure of their day
- Pictorial aids promote confidence with vocabulary development
- Investigative approaches to learning promote children's questioning and explanation skills
- Stem sentences and prompts where suitable scaffold children's development of questioning and explanation skills
- Teacher instruction and questioning is designed and adapted to deepen thinking, while avoiding cognitive overload
- Accurate use of vocabulary and communication is clearly modelled by teaching staff