



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 George'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 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

- Children learn to read in bespoke groups based upon starting points and up to date assessments
- We use the Reception Baseline and ongoing formative assessment to carefully design the learning environment and activities according to the needs – and changing needs – of the cohort and individuals within it
- 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
- Visual timetables help children to understand and predict the structure of their day

Sensory and Physical

- Learning is varied and active within an environment designed to provide rich and varied sensory experiences
- Daily access to outdoor learning in a new and engaging outdoor space
- Throughout the day, all children engage in activities specifically designed to develop their gross and fine motor skills
- Access to calm spaces within the classroom and in the sensory room when needed
- Brain breaks support children to maintain focus for longer periods
- Sensory Circuit available if needed

Communication and Interaction

- Active learning within the classroom and outdoor learning 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
- Staff use the SHREC model of communication to support children's language development (Share attention, Respond, Expand vocabulary and/or the scope of the activity, Conversation development)
- Intensive interaction from staff during active learning aids language development and staff constantly model conversational interaction with children
- Role play and imaginative play feature strongly within the learning environment
- Learning models such as 'my turn, your turn' aid the development of quality interactions
- Songs, rhymes and interactive story-telling help promote confident communication and prosody
- Investigative approaches to learning promote children's questioning and explanation skills