



## Cognition and Learning

### Curriculum

- Adaptive teaching approaches across the curriculum
- High expectations for all including several opportunities for success
- Highly focused lesson design with sharp objectives and challenging learning experiences
- Links to prior learning explicitly made
- Pre-teaching and explicit teaching of vocabulary and key concepts
- Memory aids including whiteboards/make pie books to support short-term memory
- Multisensory teaching using a variety of teaching styles and approaches (visual, auditory, and kinaesthetic) e.g. models, images, story maps, action rhymes, Talk for Writing
- Diagrams and pictures to add meaning alongside text and for learning new vocabulary
- Memory supported by explicit demonstration and modelling of memory techniques e.g. teach the effective use of jottings and diary use
- Children encouraged to talk through what they are doing (metacognition) both individually and in groups
- Children are clear what is expected through use of 'WAGOLL' (what a good one looks like) or examples
- Classroom assistants to record whole class instructions and give to individuals who need to hear them several times
- Offer additional thinking time to formulate responses and act upon instructions; to support this, warning of the question/response and expectation of cold calling
- Offer short, personalised instructions in the correct task sequence and the use task planners with visual cues
- Clear lesson structure with learning objectives presented orally and visually
- Mini plenaries throughout the lesson to consolidate and advance learning
- As part of lesson plenaries include a retrieval practice activity such as brain dump
- 'Next steps' for learning derived from what the pupil can already do, referring to earlier stages when necessary

### Staffing

- High demands of pupil involvement, engagement and interaction with their learning for all children
- Range of groupings within the class including some random pairing activities
- Appropriate use of teacher questioning, modelling, and explaining
- Revision sessions to revise and consolidate what has been learned (e.g. phonics catch up)
- Expectations shared explicitly though giving instructions in small chunks with visual cues, encouraging eye contact and checking understanding. Pupil to repeat back what they need to do



- Communicate in a calm, clear manner by facing children when speaking. Gain the children's attention before giving instructions by using the child's name first.
- Relationships built, connecting with children first thing, showing an interest in them.
- Anticipate barriers and plan to address them
- High expectations for all children, encourage risk-taking and children to accept responsibility for their own learning and work independently
- Plan by deciding what everyone can learn then 'differentiate up'
- Regular tracking of pupil progress used to inform planning
- Regular use of encouragement and authentic specific praise to engage and motivate children. Five positive comments to one negative
- Classroom assistants planned for and used to maximize learning

### Environment

- Use visual supports to aid recall. This can be in the form of word webs, picture cues, visual task timelines, story maps, graphic organisers, checklists/task lists with visual cues
- Text presented clearly – uncluttered, using bullet points and a clear font
- Limit movement between instructions and beginning the task so that the pupil can begin work immediately. Children at their table with resources ready during the lesson introduction to limit interruptions
- Children given a demonstration of what is expected including the use of worked and partially worked examples
- System of visual feedback given to see gauge understanding
- Varied seating arrangements to suit needs
- Access to a quiet, distraction-free environment
- Working walls/Learning journey display with key vocabulary
- Classroom well organized and labelled (with picture symbols)
- Learning aids/resources accessible use of consistent symbols and colour coding
- Learning aids/resources available e.g. dictionaries, number lines, literacy mats, whiteboards, voice recording devices such as talking tins, sound buttons, dictionaries, thesauruses, Numicon, number lines, times table grids, phonics mats/posters, individual whiteboards

## Communication and Interaction

### Staffing

- Photographs of staff and children displayed in foyer and classrooms
- 'Rules' of good listening displayed, taught, modelled and regularly reinforced
- Children aware of pre-arranged cues for active listening (e.g. symbol, prompt card)



- Pupil's name or agreed cue used to gain individual's attention – and before giving instructions
- Instructions broken down into manageable chunks and given in the order they are to be done
- Delivery of information slowed down with time given to allow processing
- System of visual feedback in place to show if something has been understood
- Children are encouraged – and shown – how to seek clarification
- Prompt cards using a narrative framework (who, where, when, what happened etc.) used to support understanding of question words
- Talking partners or similar used to encourage responses
- TAs used effectively to explain and support children to ask and answer questions
- Minimise use of abstract language
- Ensure that preferred methods of communication (as well as level of eye-contact) known by all staff within school
- Small group and 1:1 opportunities to develop social skills
- Support available if a pupil must leave the classroom and at times of stress
- Social stories written for specific areas of difficulty
- Check-ins
- Develop a place for the pupil to share their thoughts so that they can be addressed at an appropriate time e.g. use of a class worry box, teardrop or a journal

### Environment

- Children's names/agreed cues used to gain attention before instructions
- System of visual feedback given to see if something has been understood
- Varied seating arrangements to suit needs; consider whether children with speech & communication needs can see visual prompts and the teacher; access to quiet distraction free workstation
- Physical use of body language to reinforce messages/instructions
- Photographs of children/adults used in classrooms when needed

## Sensory and or Physical

### Curriculum

- Minimise copying from the board – individual copies/stickers provided if necessary
- Activities and listening interspersed with breaks e.g. Mind-Up, brain breaks
- Opportunities to develop gross and fine motor skills including write/mark make on a larger scale.
- Provide sensory experiences/opportunities - heavy lifting, textures

### Staffing

- Include large gross motor gestures/actions as a support for remembering key content information or subject specific vocabulary. Approaches such as 'Talk for Writing' lend themselves to this

# Tatsfield Quality First and Adaptive Teaching Strategies



- Avoid standing in front of windows as it makes faces difficult to see/read

## Environment

- IWB and worksheets – Appropriate font/background. Text presented clearly.
- Offer larger lines/squares to write in
- Equipment, programs and resources as recommended by the Sensory Support Team, ophthalmologist, the occupational or physiotherapy services
- Enlarged copies of texts – size determined by pupil and sensory support team/ophthalmologist
- Resources given such as fiddle toy, writing slope, movin' sit cushion, pencil grip etc.
- Classroom layout set up carefully to consider learning styles and age appropriately
- Individual seating and groupings considered carefully e.g. left/right-handed, vision, hearing, concentration, distractions, speech etc.
- Classroom furniture, trays, cloakroom place clear and accessible.
- Use of ICT e.g. typing, voice-processing
- Children able to leave lessons early or late to avoid crowds
- Use of a buddy
- Uniform adaptations – tucking in shirt, seams on socks, bare feet on hall floor

## Social Emotional and Mental Health

### Curriculum

- Teach different emotions explicitly through Zones of Regulation, MindUp and PSHE
- Introduce a high range of emotional vocabulary at each stage
- Teach the children that each emotion is natural, and we all feel them, however, our reactions and behaviours when we feel emotions may result in negative consequences
- Teach self-awareness and monitoring
- Review 'how their body feels' and 'what they do' (actions/behaviours) when feeling each stage. This will then lead to 'how can I help myself' and 'how can others help me'
- Teach that emotions are on a sliding scale, you do not have to get to a 5 to reset
- Teach self-regulation and introduce different tools and strategies
- Direct coaching of social interactions e.g. please, thank you, sorry etc

### Staffing

- Ensure that all basic needs are met
- Emotional check-ins offered to all children
- Work in collaboration with previous teachers, classroom assistants, headteacher and SENDCo
- Work in partnership with parents
- Work in partnership with the child: connection over correction



- Explicitly structured day including the use of a visual timeline and display the expectations for the day
- Alert children to changes in routine/absence and if necessary, make alternative arrangements for children
- Clear and consistent expectations and boundaries for behaviour. Use visual prompts to support e.g. stop, wait, finished
- Support for organisation and transitions through use of timelines, time countdowns/timer, diary, equipment etc.
- Use of predictable cues e.g. eye contact, names, routines, repeated phrases
- Task slicing. Offer small achievable tasks and allow the child to see what 'finished' looks like for them
- Address the pupil's learning needs through small group work where possible
- Ensure that lessons are appropriately differentiated to include several opportunities for success. Success criteria applied through a checklist so that the pupil will recognise when they have done well
- Offer controlled choices
- Give responsibility for tasks e.g. job cards could be written for group work to ensure all children are clear on their role
- Use of concrete and structured situations to reduce anxiety. Ensure routines are in place and well-rehearsed. If child displays more anxiety offer routine games or class activity (e.g. rote counting or tidying bookshelf) where interaction is not required adaptations are made
- When approaching a new learning activity/approach support the pupil to identify the skills and strengths that they already have that they can bring to the task
- Offer the pupil positions of responsibility to develop a feeling of self-worth
- Demonstrate that the pupil is held in mind: 'I was thinking about you when...'
- Encourage the pupil to seek help from adults including a coloured-coded system for the child to ask for help discretely
- Openly acknowledge and model that it is okay to make mistakes
- Develop a place for the pupil to note their feelings so that they can be addressed at an appropriate time e.g. use of a class worry box, teardrop or a journal
- Incorporate whole class relaxation sessions including yoga and mindfulness activities
- Support the pupil to develop a personalised daily diary of accomplishments and encourage positive mindset by supporting the pupil to develop positive self-talk, self-care, a personalised daily diary of accomplishments and use of positive affirmations
- Direct coaching of social interactions e.g. please, thank you, sorry etc.
- Use board games to help develop shared control and enjoyment
- Use a peer buddy to model new activities and offer pre-teaching to make the unfamiliar feel familiar
- Praise given in a variety of ways – tailored to the children's needs
- Calm voice, or voice modulation as needed
- Model appropriate behaviours
- Offer an emotion coaching approach
- Use of movement, brain breaks/breathing strategies and visual cues

# Tatsfield Quality First and Adaptive Teaching Strategies



## Environment

- Calm corner available in classrooms
- Classroom and communal areas displays/visuals including Zones of Regulation
- Clear exit strategy/route and safe space
- Distraction-free interaction areas/times for 1:1
- Alternative seating if necessary