

Houghton Conquest Lower School

Quality First Teaching and Learning Provision

The provision map below shows the agreed strategies used by all teaching staff at our school

Type of provision	Actions/Provision in Place
Promoting Independent Learning	<ul style="list-style-type: none"> • Learning to learn skills • Displays to support independent learning • Interactive classroom displays, working walls, VCOP boards, maths display • Personalised targets for all children Y1-4 • Task checklists • Self-Assessment • Feedback and marking for next steps • Personalised steps assessments for Reading, Writing and Maths • Resources accessible, clearly labelled and age appropriate • Reflection areas in every classroom • Self-help resources eg. VCOP, spelling prompts, dictionaries • Individual work stations if required • Calm background music if required • All areas of school environment used for teaching eg. outdoor areas • Seating/group arrangements flexible to suit different tasks • Clear expectations for behaviour • Reward Systems • Visual timetables in every classroom • Well established classroom routines • Values education underpins all relationships and teaching. This impacts on all areas of school life and contributes to academic progress.
Setting Suitable Learning Challenges	<ul style="list-style-type: none"> • Effective teacher planning • Rigorous data analysis used to guide planning • Classroom Monitor resources to guide planning and next steps in learning • Personalised targets for all children

	<ul style="list-style-type: none"> • Effective liaison between staff members to ensure a smooth learning journey on transitions • AfL techniques allow teachers to know how each child is performing • High quality differentiation and challenge • Peer mentoring and support between teachers to monitor High Quality First Teaching for all • Learning has real life context • Opportunities to develop literacy and maths skills across the curriculum • Additional adults carefully planned for, trained and used effectively to support pupil progress • Regular progress meetings to discuss children’s needs • Effective questioning guides learning • Tasks scaffolded effectively to support learning • Overlearning is encouraged (mastery), skills progression is carefully planned • Links to prior learning highlighted
<p>Variety of teaching and learning styles (responding to diverse pupil needs)</p>	<ul style="list-style-type: none"> • Use of differentiated, skilled and pre planned questioning. • Use of AFL techniques in the classroom. • Ensuring a variety of children answer questions. • Use of Talk Partners. • Valuing contributions from all children. • Learning to Learn skills utilised. • Variety of teaching and learning styles used eg role play, paired work, group work, multi-sensory etc. • Learning at Home integrated into lessons and celebrated. • Allow opportunities for over learning and rehearsal of skills. • Allow thinking time and response time. • WALT and LO explicitly shared with the children. • Have a model to guide pupils as to what the final expectation is. • Encourage the use of sharing strategies / peer learning. • Variety in groupings used. • Themed days, visitors, visits etc –used to enhance topic work. • Collaborative staff working to maximise impact for the learner. • Provide physical learning breaks if necessary to support on task attention.

<p>Overcoming barriers to learning</p>	<ul style="list-style-type: none"> • Teach learning to learn skills. • Promote readiness to learn –self organisation. • Positive attitude with the children to promote self-belief, high expectation and high aspirations. • Promote resilience. • Use additional adults effectively to support learning / allow additional differentiation. • Targets shared with child, staff and parents – all are clear about next steps in learning. • Clear expectations and classroom rules. • Reward systems to promote appropriate behaviour choices and maintain a positive climate for learning. • Ensure accurate feedback to pupils which incorporates next steps in learning. • Golden rules • Values Education • Scaffolding techniques • Individual timetable adjustments made for some pupils. • Use of a wide range of inspiring resources. • Freely accessible resources the children access independently. • Children are given responsibility to manage their own learning. • Positive relationships between staff and pupils and parents. • Parental/ carer involvement • Planning clearly identifies activities and the groups of children. • Verbal communication is supported with visual clues. • Specialist equipment is provided when needed. Eg. Angled boards, pencil grips, looped scissors. • Enhanced use of ICT to promote access and achievement.
---	--