



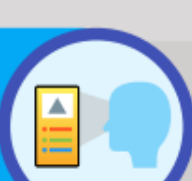


Quality First Teaching at Sandhurst 2023-24

At Sandhurst our Quality First Teaching approach is embedded into our planning, lesson delivery, marking and feedback, assessment and whole school environment. A nurturing and inclusive approach is taken and adjustments made based on the needs of the children.

Our Quality First Teaching approach follows the Education Endowment Foundation 5-a-day principles of best practice;

1	Explicit instruction	<i>Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.</i>	
2	Cognitive and metacognitive strategies	<i>Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.</i>	
3	Scaffolding	<i>When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.</i>	
4	Flexible grouping	<i>Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.</i>	
5	Using technology	<i>Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.</i>	

1

Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



We don't assume knowledge and understanding. We are clear about what the task is and what we want children to learn and we;

- Plan for steps of learning and key questions
- Teach key vocabulary
- Provide an example or model which shows exactly what to do
- Use concrete and visual resources
- Minimise teacher talking time
- Simplify the language we use as appropriate.
- Optimise pupils' talking time using partner talk, groups or whole class

We are predictable and we:

- Follow regular routines
- Use familiar contexts or experiences
- Are clear on time and provide warnings leading up to that time
- Provide an example or model

2

Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



We make links to prior learning and aim to:

- Start the lesson with revision
- Refer to previous work on the same topic
- Pre- teach concepts and vocabulary

We embed regular revision and repetition in lessons and use memory aids including:


- Visual stimuli including videos, pictures and photos
- Songs, rhymes and actions
- Sound recording mats for children to say their sentence
- Phonic sound mats, alphabet letters, number lines available on the tables
- Whiteboards and pen for notes and questions or highlighters for text
- Key learning on the Working Walls in the classroom
- Key words displayed
- Physical representations

We create an enabling environment by

- Displaying a class visual timetable
- Planning for immersive days to stimulate and excite the children about a topic
- Ensuring that resources and practical equipment are readily available either on the tables or nearby
- Providing planning and practice time, for example on whiteboards orally rehearsing sentences etc
- Starting with the child and planning for open-ended activities
- Allowing reflection time in lessons
- Planning for Writing and Maths conferencing time to discuss children's work.

3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



We model the process being taught and offer guided practice

We break up learning tasks by:

- building in movement from one task to another where possible
- changing pace
- changing activity
- using breaks
- allowing time for new learning to 'bed in'
- not spending too long on the carpet

We adapt our lessons so children can access the learning:

- **Adapting resources** – the task is the same but adapted resources are provided
- **Time** – the task is the same but more time is allowed or the task is chunked
- **Outcome** – having a different expectation of the output a child achieves
- **Task** – different tasks are provided based on the steps of learning

We use our Teaching Assistants effectively to scaffold the learning

We provide 'Effective Feedback' to children

4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



We create a nurturing environment by:

- Building relationships and teaching children how to learn
- Flexible grouping by reviewing children's learning after each lesson and regrouping for the next day
- Organising lessons by mixed ability grouping where possible
- Grouping for activities not for children
- Focusing on steps of learning and the skills being taught
- Exposing EAL children to excellent English

5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Widget program for picture vocabulary which is also used in sentence level work

Assistive technology:

- Clicker 8
- e-pen readers
- Sound recording mats
- Laptops linked to IWB for children with a vision impairment

Programs for learning and interventions:

- Nessy – for phonics catch up
- Power of 2 for maths catch up
- Sumdog maths
- Times tables Rockstars
- White Rose One Minute Maths
- LGFL Busy Things