

## Quality First Teaching

<p><b>Assess</b></p>	<p><b><i>Is it underachievement or SEN?</i></b></p> <p>Review and analyse attainment and progress data.</p> <p>Look at history of progress over time - is lack of progress a recent event? For example:</p> <ul style="list-style-type: none"> <li>• Death of a family member or friend</li> <li>• Serious illness of a member of the family or friend</li> <li>• Birth of a sibling</li> <li>• Moving house</li> <li>• Death of a pet</li> </ul> <p>Consider other factors e.g. communication skills, hearing/vision screening, general health considerations, basic needs are being met</p> <p>Analyse scores from standardised tests e.g. reading, spelling, numeracy and pin-point whether difficulties are general or specific</p> <p>Discuss strengths and difficulties with child/young person, all teaching staff and parents/carers</p> <p>Analyse the learner's work in all areas of the curriculum</p> <p>Check attendance and health records – does anything there contribute towards identifying possible barriers to learning?</p> <p>Review quality first teaching: is differentiation appropriate for learning needs?</p> <p>Have learning styles been taken into account?</p> <p>Audit staff training needs</p> <p>Observe class/setting– is access to resources, nature of groupings etc. having an effect?</p>
<p><b>Plan</b></p>	<p>Use assessments to ensure appropriately differentiated work and ensure any gaps in learning are addressed</p> <p>Involve child/young person and their parents/carers in establishing where the learner is up to and what specific, small steps, need to happen to ensure progress. Targets should be dynamic and modified to match progress.</p> <p>Use analysis of child's/young person's learning styles to create increased learning opportunities</p> <p>Maximise learning by use of multi-sensory teaching and alternative recording methods etc.</p> <p>Ensure that learner knows what they need to do to achieve targets.</p> <p>Consider deployment of staff to support learners to overcome barriers to learning</p> <p>Co-ordinate staff training if appropriate.</p>
<p><b>Do</b></p>	<p>Ensure there is close liaison between all staff teaching the learner</p> <p>Ensure there are opportunities for consolidation and application of new skills</p> <p>Ensure questioning focuses on moving learning forward</p> <p>Provide feedback to learners highlighting successes and reinforcing next steps</p> <p>Establish effective communication with home to celebrate successes and reinforces learning</p> <p>Teaching staff take the learners receptive language into account, ensuring that they understand instructions etc.</p>

<b>Review</b>	Ensure marking and feedback is regular and focused on learner's individual learning objectives Review and analyse attainment and progress data Review progress with learners, parents/carers and all teaching staff Given the learner's baseline, if progress hasn't been made or isn't matched to ability, consider further support.
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