

Maple Tree Primary School

Quality First Teaching and Learning Provision

Type of Provision	Action/Provision in Place
Promoting Independent Learning	<ul style="list-style-type: none"> ✓ Displays to support independent learning. ✓ Interactive classroom displays, working walls, VCOP boards ✓ Personalised targets for each child ✓ Steps to Success checklists ✓ Self assessment ✓ Resources are accessible, clearly labelled and age appropriate. ✓ Self help resources. ✓ Individual work stations if required. ✓ Calm background music if required. ✓ All areas of the school environment utilised for teaching e.g. outdoor areas, ✓ Seating / grouping arrangements – flexible to suit different groups of pupils and different tasks. ✓ Reward systems, House Points, stickers, etc. ✓ Visual timetables in every classroom ✓ Visual prompt cards ✓ Well established classroom routines. ✓ Values education underpins all relationships and teaching. This impacts on all areas of school life and contributes to improving academic progress.
Setting Suitable Learning Challenges	<ul style="list-style-type: none"> ✓ Effective planning linked to Schemes of Work used at Maple Tree and the curriculum and EYFS curriculum ✓ Effective liaison between staff members ensures a smooth learning journey for every child. ✓ AFL techniques allow each teacher to know how each child is performing. ✓ High quality differentiation.

	<ul style="list-style-type: none"> ✓ Learning has real life context. ✓ Opportunities are given to develop literacy skills across the curriculum. ✓ Additional adults are planned for effectively to ensure maximum impact on pupil progress. ✓ Regular progress meetings discuss children’s needs. ✓ Self assessment, peer assessment guides pupil responses. ✓ Effective questioning guides learning ✓ Tasks are scaffolded effectively to support learning. ✓ Overlearning is encouraged, skills progression is planned for carefully. ✓ Links to prior learning are highlighted.
<p>Variety of Teaching and Learning Styles (responding to diverse pupil needs)</p>	<ul style="list-style-type: none"> ✓ Rigorous data analysis used to guide planning ✓ Use of differentiated, skilled and pre planned questioning. ✓ Use of AFL techniques in the classroom. ✓ Ensuring a variety of children answer questions (use lolly sticks etc.). ✓ Use of Talk Partners. ✓ Valuing contributions from all children. ✓ Variety of teaching and learning styles used – eg role play, paired work, group work, multi sensory etc. ✓ Allow opportunities for over learning and rehearsal of skills. ✓ Allow thinking time and response time. ✓ LO and StS 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 (Magpie-ing etc.) ✓ 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"> ✓ 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 are shared with pupil, parents and staff - all are clear about next steps in learning
- ✓ 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
- ✓ Scaffolding techniques
- ✓ Individual timetable adjustments for some pupils
- ✓ Use of 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
- ✓ Parent/Carer involvement
- ✓ Planning clearly identifies activities and the groups of children
- ✓ Verbal communication is supported with visual cues
- ✓ Specialist equipment is provided when needed, eg. angled boards, pencil grips, looped scissors
- ✓ Enhanced use of ICT to promote access and achievement