

Quality First Training



Session Aims:

- Understanding what Quality First is?
- Development of consistency in Quality First Practice throughout the setting



What is Quality First Teaching?

‘High quality teaching, differentiated for individual pupils’

Code of Practice, Chapter 6.37



SEND Code of Practice, 2014:

Code of Practice, 2014, Chapter 6.9

All schools ... **must** make reasonable adjustments,... to prevent them (SEN Pupils) being put at a substantial disadvantage.



Code of Practice – Four categories of need

category

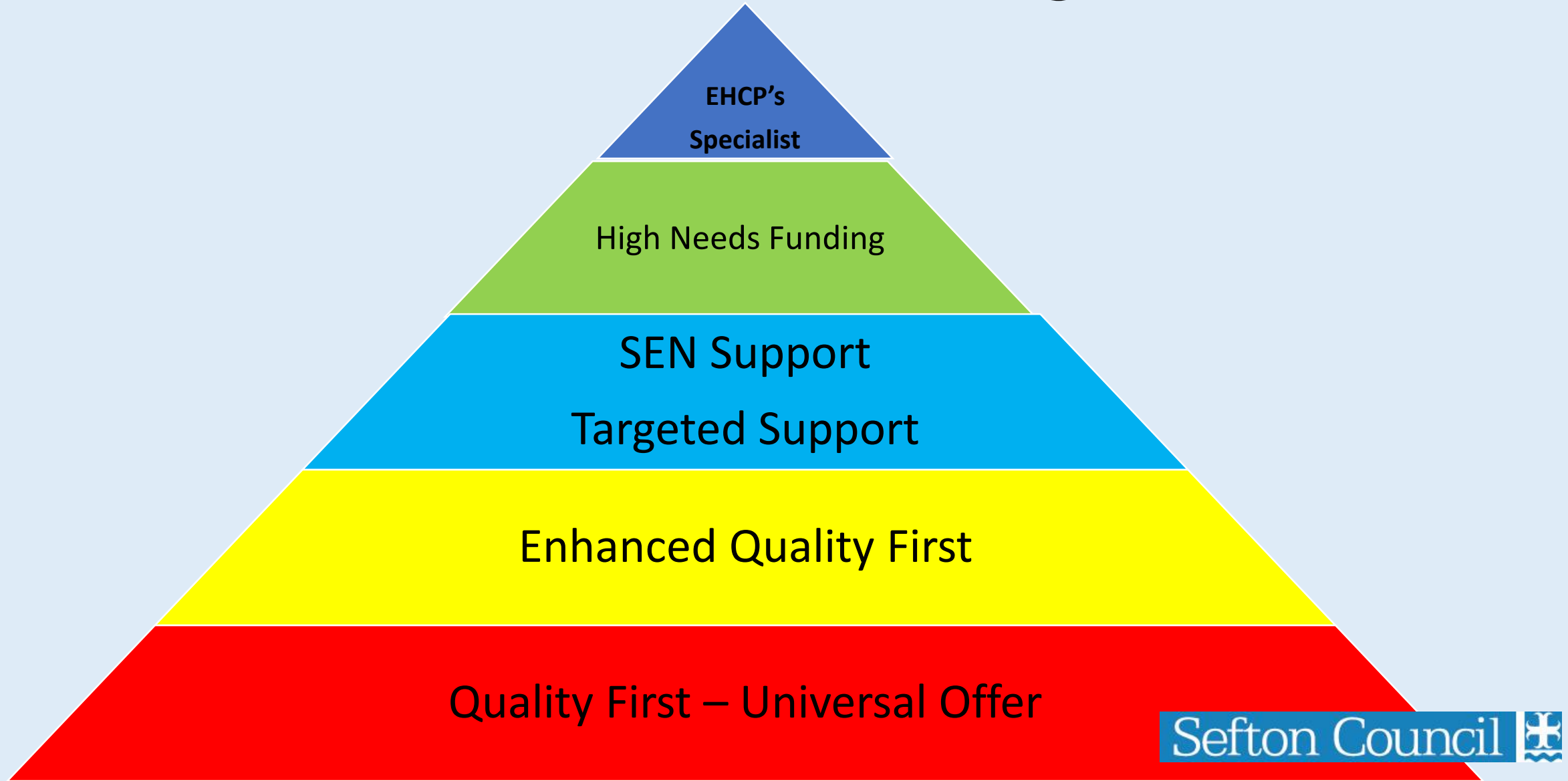


Sefton Council 

- Communication and Interaction
- Cognition and Learning
- Social, mental or emotional health
- Sensory and / or physical needs

Each category of need
can be supported by
Quality First Approaches

Quality First: The Support Triangle



Quality First Teaching:



It takes the diverse needs of learners into account



It builds on pupils' prior learning



It involves a range of techniques and strategies (whole class, structured group work, guided learning, individual work)



Planning, delivery of sessions and assessment of pupils helps embed learning

Quality First

Know your pupils

Pupil characteristics...

Develop Vision

Strengths

Interests

Barriers to learning
(internal, category of
need)

Pupil background

Pupil Starting Points

Q
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Set ambitious outcomes

Where is their learning
journey taking them to?

What external barriers to
learning can you remove?



Talk Task

Know your pupils



Developing school's Quality First Offer

Cognition and Learning Needs

- The Classroom Environment
- Developing Consistency using a QF Checklist
- Visual Prompts and Enable Tables

Communication and Interaction Learners:

- Approaches to Listening

SEMH Needs:

- Developing Consistency: Class Rules, Transitions and Social Stories

Physical and Sensory Needs

- Making Reasonable Adjustments



The Learning Environment Discussion Time

What is the
Learning
Environment?

If you had a
magic wand,
what would
your classroom
environment be
like?



Who sets the weather in class?

Non-Negotiables

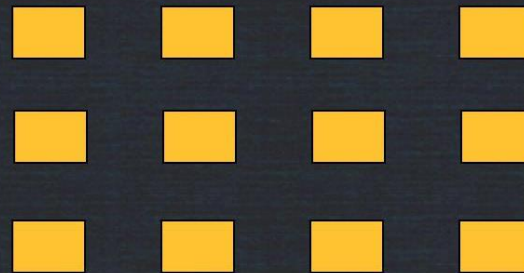
- Be ready
- Be respectful
- Be kind



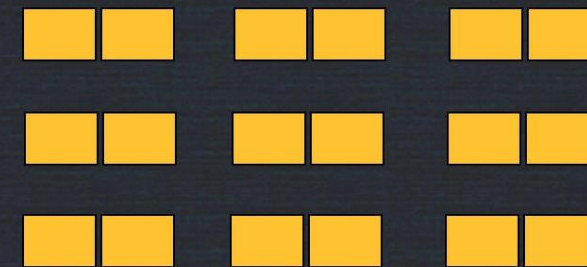
Seating

One of the strongest tools you have in your toolbox to combat disruption

Desks in rows



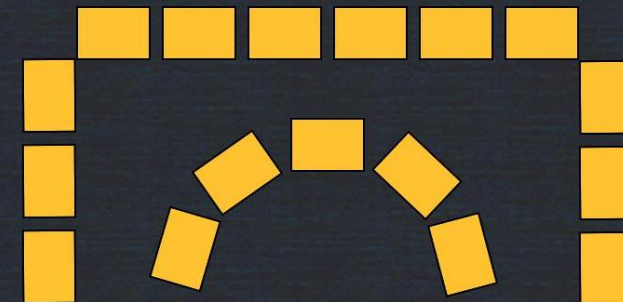
Pairs in rows



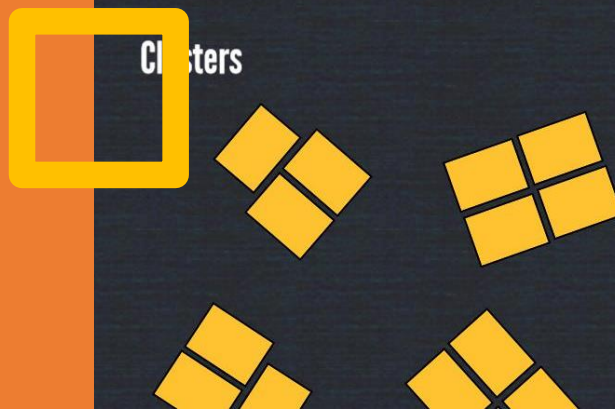
The 'horseshoe'



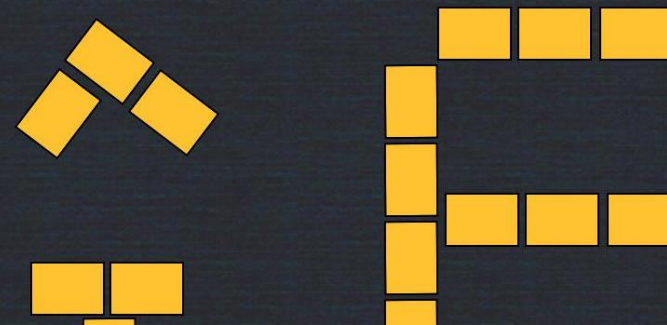
The 'double horseshoe'



Clusters



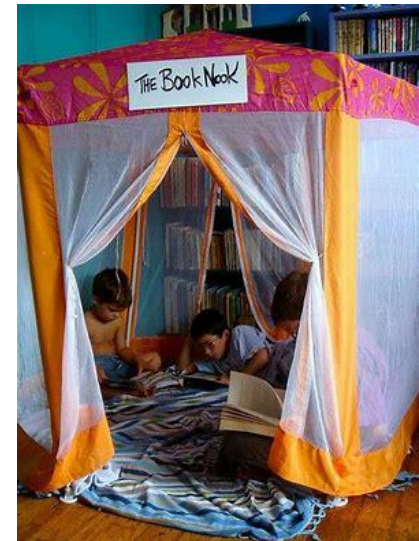
Letters: the 'L', the 'T', and the 'E'



- # Creating a safe space

Do you have somewhere pupils can move to within class to calm down?

Do you have a graduated approach in place?

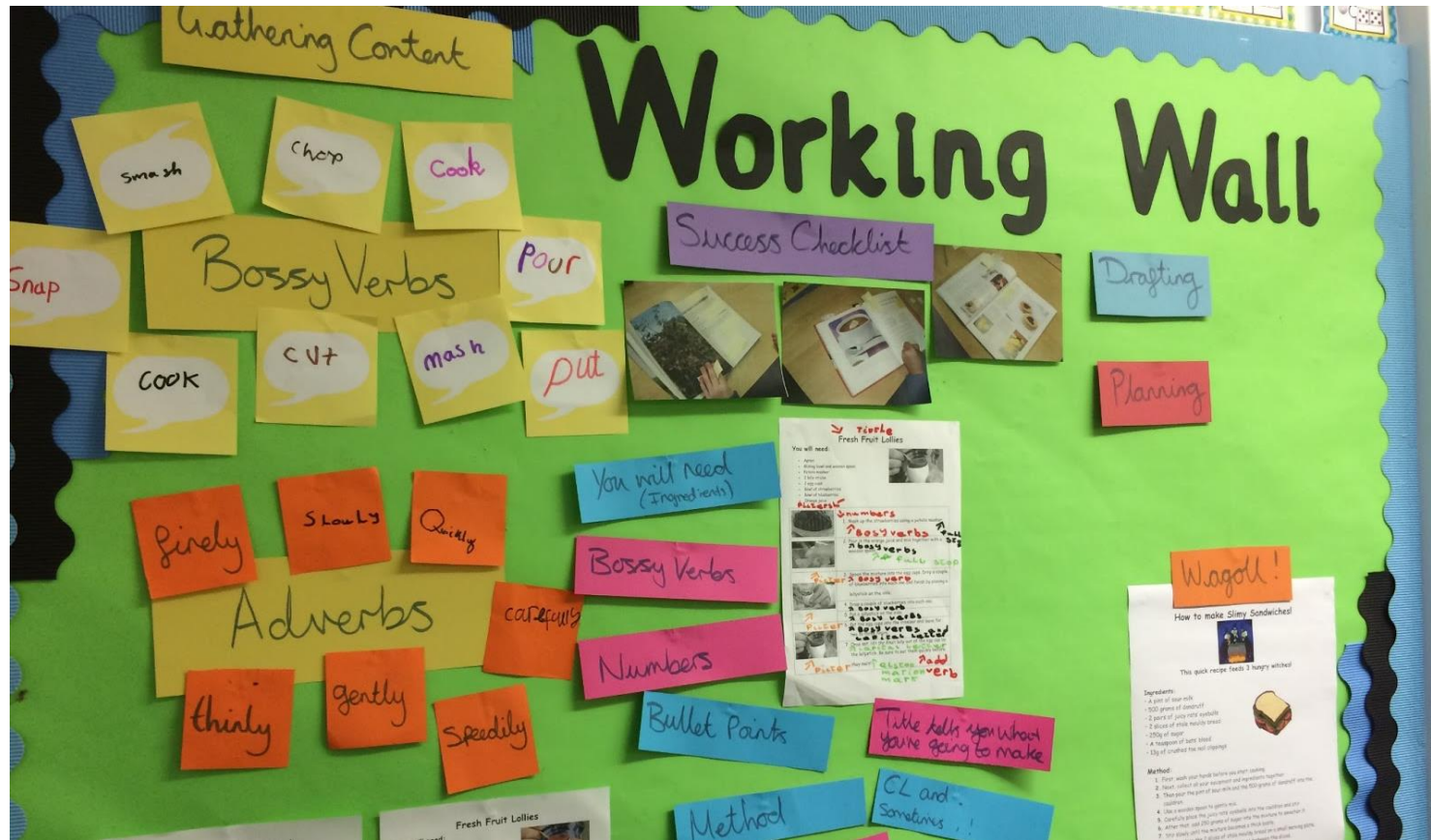


Visual Prompts

How they support
cognition and
learning

Task





What displays
will help learners
in your
classroom?

Be mindful of
sensory
overload

Use of Working Walls

Complex Speed Sounds										
Consonant sounds										
f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		
ph	le	mb	kn	wr	se	c	se	ci		nk
b	c	d	g	h	j	p	qu	t	w	x
bb	k	dd	gg		g	pp		tt	wh	
	ck				ge					ch
ch				dge						
Vowel sounds										
a	e	i	o	u	ay	ee	igh	ow		
	ea				ā-e	y	i-e	ō-e		
					ai	ea	ie	oa		
						e	i	o		
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

The Great Fire of London Word Mat

fire, burning, axe, flame, burning, axe, river, cart, smoke, leather bucket, cart, smoke, fireman, diary, escaping, bakery/bakers, cart, smoke

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Multiplication Square

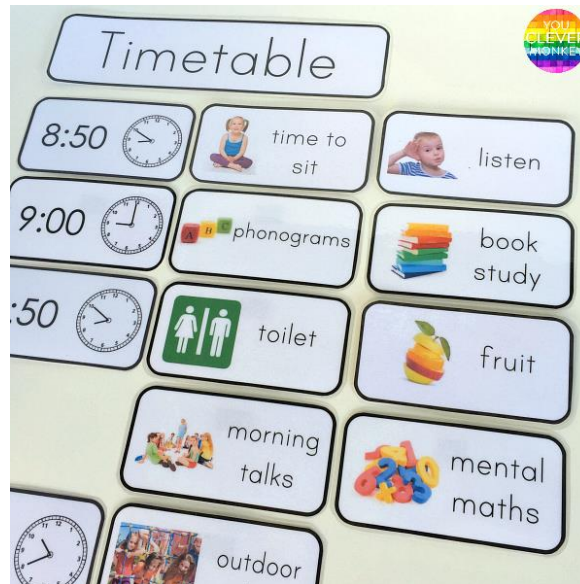
x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
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3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

s	a	t	p	i	n	m	d
g	o	c	k	ck	e	u	r
h	b	f	ff	l	ll	ss	Phase 2 Sound Mat

Visuals for learning



creating & teaching



Year 6 Timetable

	9.05-9.25	9.25-10.45	10.45-11.00	11.00-12.00	12.00-12.30	12.30-1.30	1.30-3.25			
Mon Steve?	REGISTER/ASSEMBLY	Maths	BREAK	Literacy	RR		Handwriting	Topic		
Tues Staff meeting (up to an hour)		Maths		Literacy	RR		Handwriting	Science		
Wed		Maths		Literacy	RR		PPA PE		PPA PE	
Thur		Maths		Literacy	Library RR		RE		PSHE	
Fri Staff briefing 8.40am		Maths		Literacy	RR		ICT		Writing conference (Safia to cover) French Music	
Library – this is when children ‘free-read’ and you hear some children read 1:1										





Visuals for Routines


Reduce anxiety, raise feelings of safety and security


Morning Task Plan

I will need:




Book bag


Pencil case


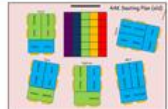


Homework book


Kindle or reading book



First I need to:

- Put my book bag in my tray.  → 
- Put my homework book under the whiteboard.
- Check my pencil for:
 - 1 blue pen
 - 1 green pen
 - 1 pencil

Then I need to:

- Sit down in my place. 
- Check the whiteboard for instructions. 
- Do all green pen work in all of my books. 

Finally I need to:


- Read quietly. 


Step 1 **Step 2** **Step 3**


Reward		


Task Plan

I will need


book


Pen



Pencil


Ruler


I need to

- Rule off 
- Write date



Monday
Tuesday
Wednesday
Thursday
Friday


- Write learning objective

First ↓	
Next ↓	
Finally ↓	

I will be finished when I:

- Tidy up
- Give book in
- Put pens away.

Visuals for Organisation and Task Planning:

Aid memory and support independence



Helpdesk or Enable Table

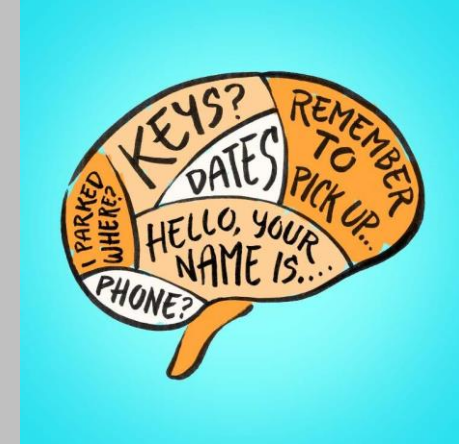


Pupil Engagement

Use	Use visuals to support pupil engagement
Research	Research video clips linked to focus texts then introduce the text
Use	Use a 'hook' such as a striking visual to begin class discussions
Offer	Offer opportunities to talk with shoulder partners so pupils engage with learning
White	White Rose – use of 'hook' activities to discuss problems involving reasoning
Personalise	Personalise reasoning problems using names of pupils in class

Memory Support

- Give overlearning opportunities daily (e.g. recall of phonics/key words and number bonds through 5 minutes, facts from times tables 1:1 daily)
- Use a lesson structure to aid recall, **recap** in the starter, **revisit** during the lesson, **revise** in the plenary
- Revisit prior learning
- Use mnemonics



This/Last week	Last month	Last term
Find the GCF of 8, 12, 24 and 36	$\frac{1}{3} + \frac{1}{2}$	Write 3,094,234 in words.

Knowledge Organisers

What are knowledge organisers?

They are a visual resource to directly teach recall of key information:

Vocabulary

Key facts

THEY ARE NOT A VISUAL PROMPT

Wells Hall Primary School - Geography																																			
Topic: The United Kingdom		Phase: KS1	Strand: Locational Knowledge / Human and Physical Geography																																
What should I already know? <ul style="list-style-type: none"> The country I live in is called England. I live in Great Cornard, which is a village in England. 		Diagrams																																	
What will I know by the end of the unit? <ul style="list-style-type: none"> Great Cornard is a village in England. England is a country. There are four countries in the United Kingdom (UK): <ul style="list-style-type: none"> England Scotland Wales Northern Ireland Each of these countries has a capital city, flag and national flower: 		Vocabulary <table border="1"> <tr> <td>aerial view</td> <td>a view from above</td> </tr> <tr> <td>capital city</td> <td>the city where the government sits. London is the capital city of England and the UK.</td> </tr> <tr> <td>city</td> <td>a large town. London is a city.</td> </tr> <tr> <td>compass point</td> <td>any of the main points of a compass: north, south, east and west</td> </tr> <tr> <td>country</td> <td>an area of land that is controlled by its own government.</td> </tr> <tr> <td>England</td> <td>a country in the United Kingdom. Great Cornard is a village in England.</td> </tr> <tr> <td>flag</td> <td>a piece of cloth which can be attached to a pole and which is used as symbol of a particular country</td> </tr> <tr> <td>human geography</td> <td>features of land that have been impacted by human activity</td> </tr> <tr> <td>island</td> <td>a piece of land that is completely surrounded by water</td> </tr> <tr> <td>Great Britain</td> <td>An island that is made up of England, Scotland and Wales.</td> </tr> <tr> <td>London</td> <td>London is the capital city of England and the UK.</td> </tr> <tr> <td>physical geography</td> <td>natural features of land</td> </tr> <tr> <td>sea</td> <td>a large area of salty water that is part of an ocean</td> </tr> <tr> <td>surrounded</td> <td>to be present all around</td> </tr> <tr> <td>United Kingdom</td> <td>The UK, is officially known as the United Kingdom of Great Britain and Northern Ireland. It includes England, Scotland, Wales and Northern Ireland.</td> </tr> <tr> <td>village</td> <td>a small group of houses, perhaps with a few shops, that are often in the countryside. Great Cornard is a village.</td> </tr> </table>		aerial view	a view from above	capital city	the city where the government sits. London is the capital city of England and the UK.	city	a large town. London is a city.	compass point	any of the main points of a compass: north, south, east and west	country	an area of land that is controlled by its own government.	England	a country in the United Kingdom. Great Cornard is a village in England.	flag	a piece of cloth which can be attached to a pole and which is used as symbol of a particular country	human geography	features of land that have been impacted by human activity	island	a piece of land that is completely surrounded by water	Great Britain	An island that is made up of England, Scotland and Wales.	London	London is the capital city of England and the UK.	physical geography	natural features of land	sea	a large area of salty water that is part of an ocean	surrounded	to be present all around	United Kingdom	The UK, is officially known as the United Kingdom of Great Britain and Northern Ireland. It includes England, Scotland, Wales and Northern Ireland.	village	a small group of houses, perhaps with a few shops, that are often in the countryside. Great Cornard is a village.
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How to use them to aid recall:


Vocabulary:

Games to play with your friend at the start of every session:

- Match the definition to the word
- Match the word to the definition
- Tell me the definition of....

Beginning and End of topic quiz: Progress Evidence

Wells Hall Primary School - Geography		
Topic: The United Kingdom	Phase: KS1	Strand: Locational Knowledge / Human and Physical Geography

Question 1: Here is a map of the UK. Label the countries with their names; England, Scotland Northern Ireland and Wales.	Start of unit:	End of unit:
		

Question 2: Tick the three countries that are in Great Britain.	Start of unit:	End of unit:
England		
Scotland		
Wales		
Northern Ireland		

Question 3: Which of these is not a capital city?	Start of unit:	End of unit:
Sudbury		
London		
Belfast		
Cardiff		

Question 4: Which one word belongs in the gaps: The English Channel, the Irish _____ and the North _____ all surround the United Kingdom.	Start of unit:	End of unit:
Flag		
Sea		
Country		
Village		

Question 5: Match the capital cities to their countries:	Start of unit:	End of unit:
<div>England</div> <div>Scotland</div> <div>Northern Ireland</div> <div>Wales</div>	<div>Edinburgh</div> <div>Cardiff</div> <div>Belfast</div> <div>London</div>	



Clearly labelled resources

Keep work
surfaces clutter
free

Use visuals on
labels to ensure
independent
access for all
pupils

Cognition and Learning: Summary of The Basics



Know pupil's starting points – assess what you need to know



Model Tasks



Use visual prompts to support learning



Use concrete materials (teach their use first)



Differentiate by resource, support, outcome



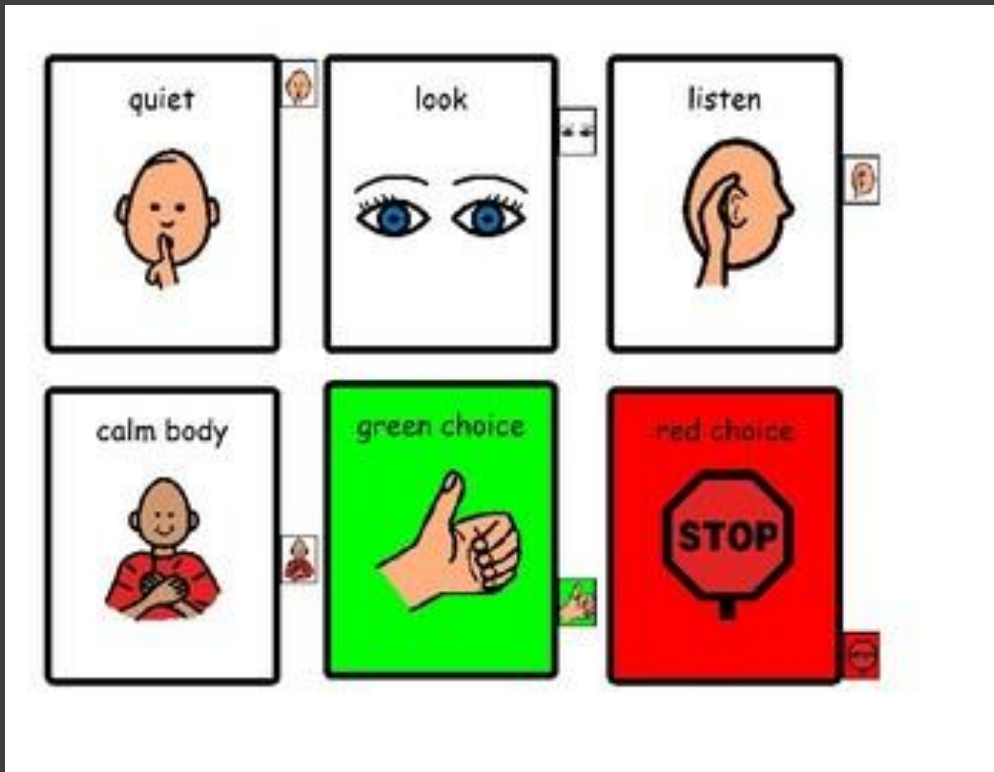
Use memory strategies



Offer alternative forms of recording (mind maps, labelling, cloze procedure, use of laptop/technology)

Communication and Interaction: Listening Skills

Listen, look, nod your head, think about what's being said



- Teach and Display Rules of Good Listening
 - **Look** at the person who is speaking
 - **Be still**
 - **Think** about what they are saying
 - **Wait** till the person has finished speaking
 - **Ask** and answer questions
- Use visuals
- Practise often
- Reward good listening



Making yourself heard:

Use of non-verbal cues – hand up, clapping, rhymes, countdown (fingers)

Purposeful positioning of self (i.e. next to pupil not complying)

Set task time targets – ten minutes to complete... (chunks within learning session)

Be very clear with instructions and language – lack of clarity gives opportunity for pushing boundaries

Avoid negatives – Don't run - use positives - WALK

Actively engage pupils – use concrete and visual materials, make sure everyone has their own

Always be prepared for every lesson

Manage transitions with countdowns including transitions to quiet times



Developing Listening Skills in Lessons:

Use PE sessions – introduce games which require movement to musical stimulus, use a drum to develop rhythmic responses in Early Years, or to introduce more complex movements in KS1

Use music/singing sessions

Fruit salad class game

Thumbs up, thumbs down true/false game – make them learning related (e.g. Milk is purple, Spiders have eight legs, A cube is a 2D shape, An octagon has six sides...)

Tell it – Pick out an envelope from a selection with Traditional Tales Titles on, go around the class, each child giving the next part of the story

Read a known passage, put a tick on your whiteboard every time you hear a verb

Listen for coins dropping into the pot – count on in your head

Reducing Noise Levels

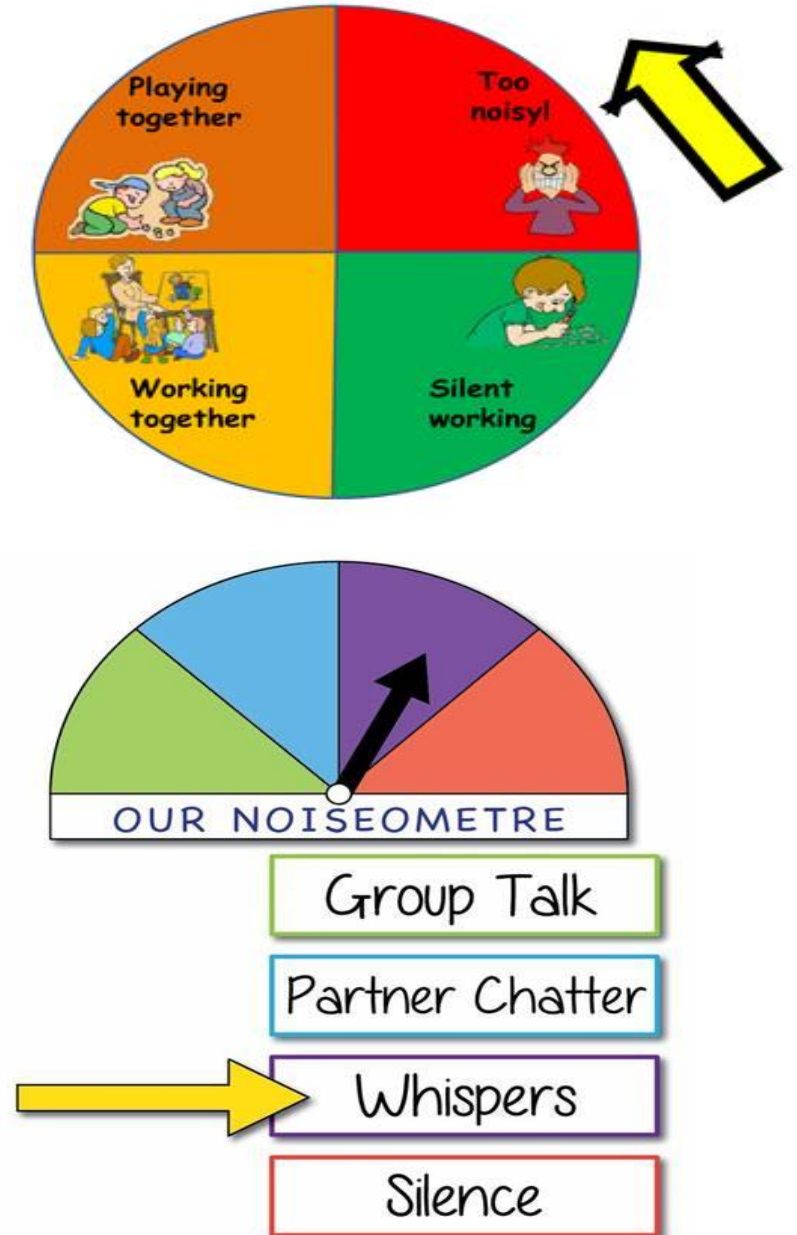
Is noise 'low level disruption'?

Use visuals

Practise working at different talk levels

Praise

Reward



Communication and Interaction

The Basics:



Keep instructions clear and concise



Give instructions one at a time, allow processing time



Tell them and show them what you want them to do (not what you don't want e.g. don't run)



Use the pupil's name to gain attention



Make sure the pupil is looking at you/facing towards you

Non- Negotiables: Classroom Management SEMH

The Big Five

Rules: Establish and teach rules

Routines: Build structure and establish routine within the classroom

Praise: Reinforce positive behavior using praise and other means

Misbehavior: Address misbehavior

Engagement: Foster and maintain student engagement

Class Rules and Class Charters

Keep rules clear and simple

All classes need to display and refer to rules



Behaviour Prompts



Transitions

- Daily:
 - From home into school – who sets the weather for the day?
 - From whole class learning to individual, group or paired work
 - From learning session to snack session or play session
 - From outdoors to indoors
 - From classroom to hall
 - From active task to quiet task
 - From class to after school



Strategies to support ASD pupils


- Use visual timetable to reduce anxiety and stress
- Use a workstation
- Use a reward system – now/next - ASD pupils respond to what is in it for them?
- Reward using individual interests (e.g. 10 minutes reading history book/train book)
- Transitions can be triggers and can lead to sensory overload – as can PE, pre-empt these difficulties – ask another adult to walk with the child when the corridor is quiet, give time out in PE sessions
- Be very precise with instructions



ASD Pupils

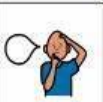
Use of Workstations or Structured Teaching approaches

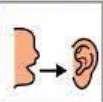




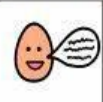

Social Stories – use to teach the behaviours you want to embed

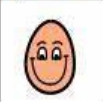
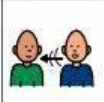
 **Being a Good Listener**
by: Sasha Hallagan
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My friends are happy when I am a good listener.




Sometimes I forget to be a good listener and don't pay attention.


  
Being a good listener means looking like I am listening. I sit facing towards my friend. I look at his face. I don't look all around.




 
I nod my head while they are talking and say things like "okay" or "yeah." I ask questions about what they were talking about.

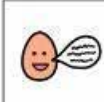

 
If I have good listening behavior, people will like talking to me more.

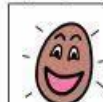

 **Sharing with My Friends**
by: Sasha Hallagan
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I have a lot of friends at school. We do lots of things together.




When I am with my friends, I need to share



  
I can give them a turn on the computer, let them play with my toys, or give them a turn on the swing.


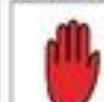

 
I say, "Here you go, your turn." This makes my friends feel happy.



 
When my friends are happy, I am happy too. We have can keep playing together.



 **Being Wrong**
theautismhelper.com

 
Sometimes at school, I get a wrong answer.

 
When I get a wrong answer, I feel mad and frustrated.

  
I want to tear up my paper or stop working. But it's okay to get a wrong answer. Everyone gets a wrong answer sometimes.

 
I can say "bummer" or "oh well." Maybe I will get a right answer next time. It's no big deal.

 
I keep working and soon I will get a right answer and feel happy.

Strategies to support ADHD Pupils

- Teach class rules, reinforce and revisit these regularly
- Establish a clear daily classroom routine
- Provide structure through timetables and planners
- Be consistent, firm and fair
- Use rewards as positive reinforcements
- Allow time-out to de-stress/breathe
- Countdown to transitions
- Reduce environmental distractions
- Encourage movement at break times

Social, Emotional and Mental Health



Clearly display rules



Refer to these often



All staff to consistently apply the agreed rules and boundaries



Always be prepared for a session with resources and materials ready and organised



Use task planners and visual prompts



Provide access to quiet zone/work station



Remove environmental distractions

Sensory and Physical Needs

Hearing Impairment:

Ensure the pupil is facing you when you speak

Make sure you have the pupil's attention before speaking

Do not have your back to a window when speaking

Use visual materials to reinforce speech

Visual Impairment:

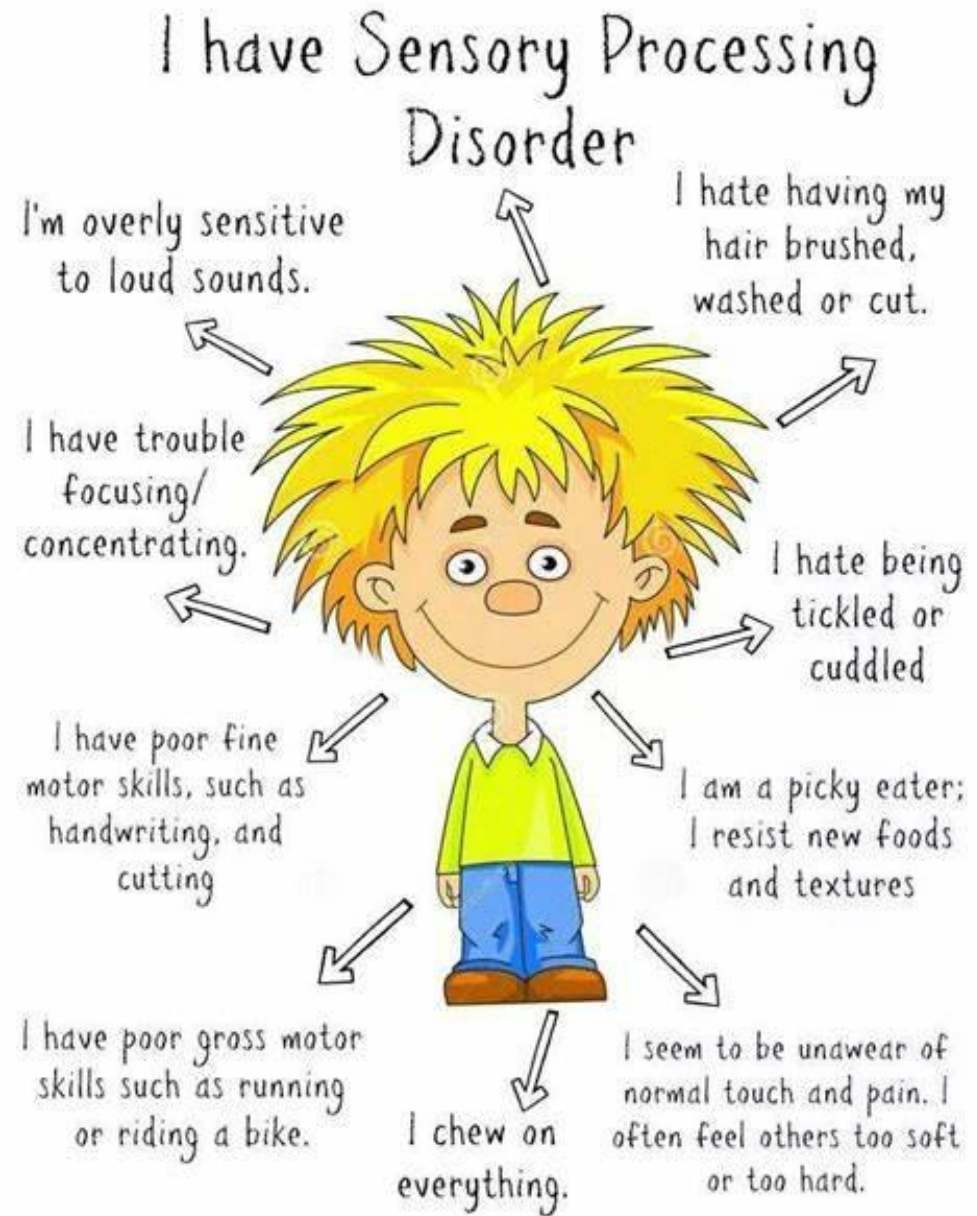
Provide multi-sensory activities to provide feedback for all the senses

Make sure the pupil is seated where they can easily see classroom prompts (Smartboard, you)

Use appropriate font size

Be aware of glare on surfaces in class

Sensory Needs



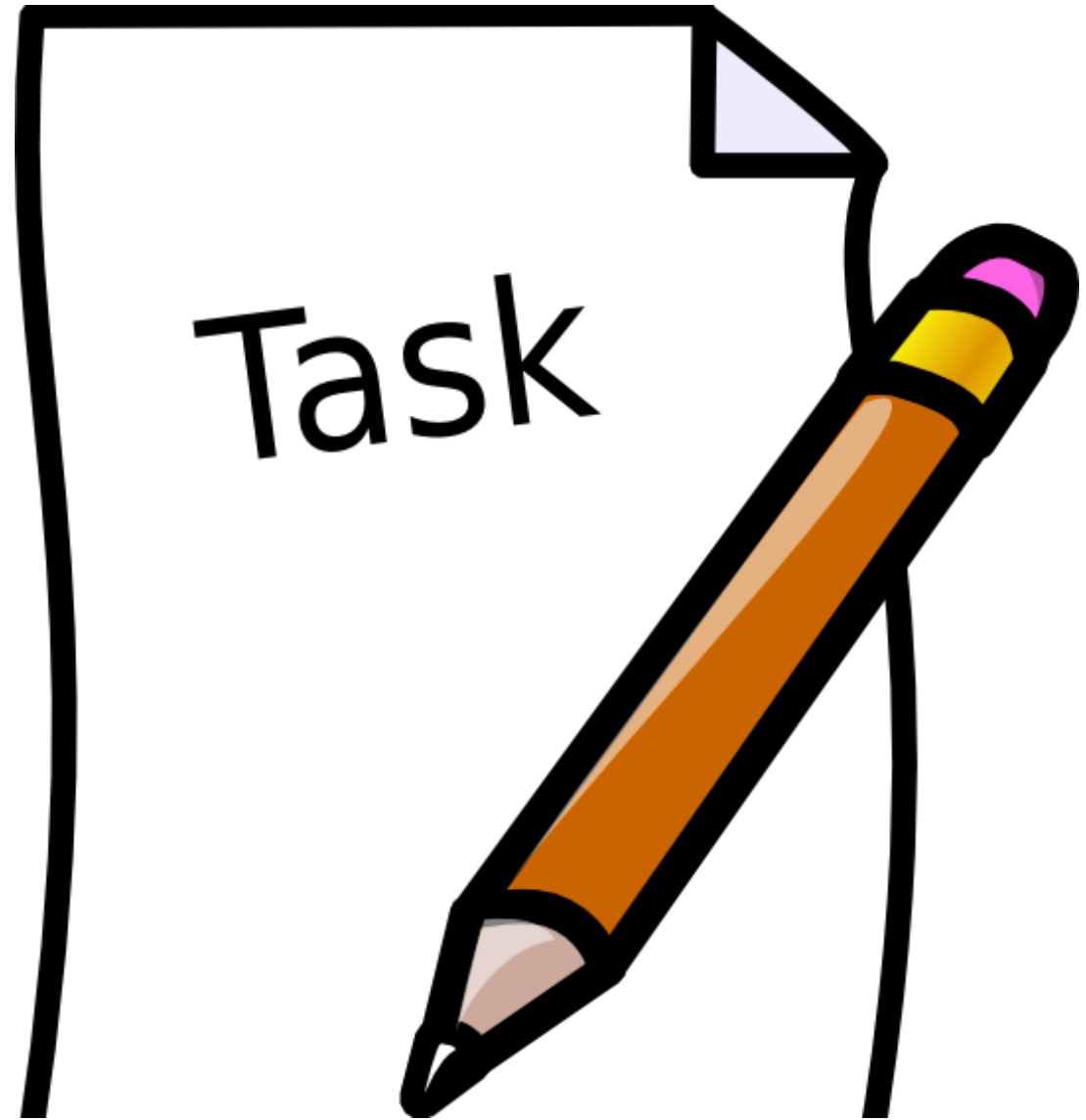
SEN SUPPORT PLANS AND QUALITY FIRST



Quality First...

Quality First Approaches to be used by the teacher and support staff to help the pupil overcome potential barriers to access curriculum as independently as possible

- Write down five Quality First strategies for a specific SEN pupil in your class.



Dear Teacher...





A Time to Reflect

Take a moment to talk with your
friend about changes you will make



Thank you for listening!