Quality First Teaching incorporating Rosenshine, PKC, MITA and Reasonable Adjustments

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| **Before the lesson**  Will all children be able to access this?  Will all children be challenged by this? | **Prior Learning**  “The more you know the more interesting connections you can make.” Didau & Rose | **Vocabulary**  A child’s vocabulary at age five determines their success at primary and beyond. | **Teach**  “We use scaffolding in real life to allow access to places which we simply wouldn’t be able to reach without it, and importantly, to do it in a safe way.” Zoe Enser | **Talk Task**  Guide student practice, check understanding and scaffold, supporting success in the independent task | **Task**  Are they learning what we want them to? | **Plenary**  What have they understood? |
| Share knowledge organiser with specific children and their parents/carers before the unit starts  Teacher & TA has secure subject knowledge, including prior learning from previous years, trips, visitors and current/recent news  TAs can support whole-class delivery at the front of the class, rove the room or undertake live marking and feedback.  Plan efficient lesson timings  Teacher to work with SEN at least as much as non-SEN  Share lesson planning with TA in advance and set clear, realistic expectations  Mechanisms are in place to capture meaningful feedback which inform the next stages of learning within and/or after lessons.  Ensure TA knows how to support both academic skills and SEN needs  TA deployment throughout the lesson is driven by pupils’ needs.  Explicitly use feedback and metacognition strategies to develop independent learning:    ← More adult support  ← Less adult support | Making links to prior learning helps connections and embed in long term memory  Activate information from long term memory   * Quiz * Which are not …? * Define vocabulary * Support by dual coding (text and image) * Share previous relevant KO   Allowing memories to fade means retrieval is harder and more likely to be retained in long term memory  Opportunity to overwrite misconceptions | Taught explicitly, repeated frequently and used throughout the whole lesson  Pre-teach  Working walls showing core vocabulary for whole unit and referred to so children can access them with ease  Use child-friendly definitions, ensuring they are accurate and accessible  Interact with key vocab through etymology  Dual coding: Children learn better with text AND visuals (see Noun Project)  Rehearse and recap:  Show me … monarchy  Opportunity to overwrite misconceptions | Link with prior learning  Scaffold, support & challenge all learners  Teach substantive knowledge: what facts they need to know  Teach disciplinary knowledge: what they need to know about being a historian/geographer  Dyslexia friendly for some/all: font (Ariel, Comic Sans), font size 12-14, line spacing 1.5, uncluttered layout, short sentences, left aligned, bullets, avoid underlining & italics, bold subheadings  Reduce mental overload by providing small, manageable chunks  Teacher narrates thought processes on variety of texts.  Tell it like a story  Dual coding  Label, draw, annotate, storyboard together  Use exemplars: WAGOLL from teacher or student  Sentence stems: I used to think that …, now I think ….  Opportunity to overwrite misconceptions | Promote high-quality talk which is modelled in full sentences, practiced and supports writing  Sentence stems:  Historians believe that … because …  The reason why … was because …  A similarity between … and … is ….  Questioning   * Cold calling * No opt out * Say it again, better * Think, pair, share * Build on what … said * Whole class response * Probing * Agree/disagree * A B C Feedback * Wait time   Opportunity to overwrite misconceptions | Process knowledge, apply & practice  Focus on learning, not task completion  Allow mechanisms to allow anyone to gain support or challenge as required:   * Pre-teach * Break task down into smaller chunks * Use concrete resources/visuals * Open-ended tasks * Models, dual coding * Sentence stems * Scaffolds * Alternatives to written recording of thinking and learning e.g. recordable device, role play, collage, cartoon, mind mapping * Post-teaching prior to next lesson   Opportunity to overwrite misconceptions | Multiple choice quiz:   * Low stakes * Children mark own * Instant quick feedback * Support reading if necessary   Followed by:  I used to think …  Now I think …  Written:  Models/WAGOLLs   * open-ended to capture child’s knowledge * Structure strips * Images * Sentence stems * Whiteboards * Knowledge showcase   Opportunity to overwrite misconceptions |

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| Be aware of the needs of all children by considering: | | Provide templates for graph, tables, grids etc | Pencil grips/Easy Writer pens and pencils | Scribe | Extra time | Writing slope |
| Seating | Buddying | Directed questions | Rest/calm/movement breaks | Time out/help card | Ear defenders | Fidget toys |
| Growth mind-set praise | Timer | Now & Next board | Choice/reward chart | Wobble cushion/chair bands/foot wobble | Sensory box | Paper & board colour |

Quality Teaching Assistant Role incorporating Rosenshine, PKC, MITA and Reasonable Adjustments

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| **Before the lesson**  Will all children be able to access this?  Will all children be challenged by this? | **Prior Learning**  “The more you know the more interesting connections you can make.” Didau & Rose | **Vocabulary**  A child’s vocabulary at age five determines their success at primary and beyond. | **Teach**  “We use scaffolding in real life to allow access to places which we simply wouldn’t be able to reach without it, and importantly, to do it in a safe way.” Zoe Enser | **Talk Task**  Guide student practice, check understanding and scaffold, supporting success in the independent task | **Task**  Are they learning what we want them to? | **Plenary**  What have they understood? |
| Share knowledge organiser with specific children and their parents/carers before the unit starts  TA has secure subject knowledge, including prior learning from previous years, trips, visitors and current/recent news  Be aware of lesson timings and support children to follow these efficiently  Enter the lesson with a clear understanding of the concepts and information being taught, skills to be learned/applied, intended learning outcomes and specific learning needs of pupils you work with  Ensure you know how to support children across the attainment range  Mechanisms are in place to capture meaningful feedback which inform the next stages of learning within and/or after lessons.  Explicitly use feedback and metacognition strategies to develop independent learning.  Do not …  Arrive in the classroom without reading the lesson plan prior to the lesson | Make links to prior learning to help connections and embed in long term memory  Refocus pupils using visual/non-verbal cues to prompt children  Engaging children and checking understanding  When directed by the teachers, update the working wall and/or scribe on the flipchart  Questioning pupils, allowing sufficient wait time (4-5 seconds)  Providing further challenge for faster graspers  Praising pupils – dojos for good answers  Mirroring teacher expectations and being a role model for pupils  Note misconceptions and share with teacher  *Do not …*  *Prepare work - should be completed before the lesson*  *Talk over the teacher*  *Sit doing nothing*  *Leave the classroom*  Loudly discuss pupils in front of them | Taught explicitly, repeated frequently and used throughout the whole lesson  Reengage children who have been pre-taught  Direct children visually to working walls which show core vocabulary for whole unit  Support understanding by referring to dual coding: text AND visuals  Have copies of dual-coded key vocabulary with you to show individual children | Use **self-scaffolding framework** to ensure pupils are offered the least amount of help first.    ← Less adult support  ← More adult support  Observe and note any children struggling or who have misconceptions and report to teacher.  Verbal praise/Dojos  Emphasise key vocabulary and record key words/ support children to use a word bank.  Ensure children learn substantive and disciplinary knowledge  Reduce mental overload by providing small, manageable chunks  Make reference to WAGOLLs  Support with sentence stems: I used to think that …, now I think …. | Promote high-quality talk which is modelled in full sentences, practiced and supports writing  Support with provided sentence stems:  Historians believe that … because …  The reason why … was because …  A similarity between … and … is …. | Use scaffolding framework to ensure pupils are offered the least amount of help first  Annotate in children’s books to show any support given.  Make observations and take photos of learning (EYFS/ practical lessons)  Check pupils understand and rephrase teacher instruction if needed.  Encourage interaction with each other and use sentence stems to improve spoken language  Use worked examples or modelling to support pupils  Process knowledge, apply & practice  Focus on learning, not task completion  Break task down into smaller chunks  Use concrete resources/visuals  Support children to use adapted technologies, developing independence over time  Inform teacher of any misconceptions  Do not …  Do the work for the pupil  Give pupils the answers  Always sit with the same pupil  Always work with the lower graspers/SEN  Have a line of pupils waiting to have their work marked/looked at  Loudly discuss pupils in front of them | Encourage pupils to reflect on their learning.  Prompt recall and use of relevant knowledge  Monitor and record responses of pupils who are showing misconceptions and report to teacher  Give verbal praise/Dojos  Refocus pupils using visual/non-verbal cues to prompt children  Do not …  Talk over the teacher  Sit doing nothing  Leave the classroom  After the lesson  Clarify next steps in pupils’ learning  Complete tapestry with learning observations (EYFS)  Suggest pupils who may need some post teaching/intervention  Provide feedback to teacher on any misconceptions or difficulties.  Do not …  Loudly discuss pupils in front of them |
| *Do not …*  *Always sit with the same pupil*  *Always work with the lower graspers –* ***teacher should be working with SEN at least as much as the rest of the class***  Loudly discuss pupils in front of them | | |

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