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 startsTeacher & TA has secure subject knowledge, including prior learning from previous years, trips, visitors and current/recent newsTAs can support whole-class delivery at the front of the class, rove the room or undertake live marking and feedback.Plan efficient lesson timingsTeacher to work with SEN at least as much as non-SENShare lesson planning with TA in advance and set clear, realistic expectationsMechanisms 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 needsTA 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 memoryActivate 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 memoryOpportunity to overwrite misconceptions | Taught explicitly, repeated frequently and used throughout the whole lessonPre-teachWorking walls showing core vocabulary for whole unit and referred to so children can access them with easeUse child-friendly definitions, ensuring they are accurate and accessibleInteract with key vocab through etymologyDual coding: Children learn better with text AND visuals (see Noun Project)Rehearse and recap:Show me … monarchyOpportunity to overwrite misconceptions  | Link with prior learningScaffold, support & challenge all learners Teach substantive knowledge: what facts they need to knowTeach disciplinary knowledge: what they need to know about being a historian/geographerDyslexia 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 subheadingsReduce mental overload by providing small, manageable chunksTeacher narrates thought processes on variety of texts. Tell it like a storyDual codingLabel, draw, annotate, storyboard togetherUse exemplars: WAGOLL from teacher or studentSentence 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 writingSentence 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 & practiceFocus on learning, not task completionAllow 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 startsTA has secure subject knowledge, including prior learning from previous years, trips, visitors and current/recent newsBe aware of lesson timings and support children to follow these efficientlyEnter 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 withEnsure you know how to support children across the attainment rangeMechanisms 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 memoryRefocus pupils using visual/non-verbal cues to prompt childrenEngaging children and checking understandingWhen directed by the teachers, update the working wall and/or scribe on the flipchartQuestioning pupils, allowing sufficient wait time (4-5 seconds)Providing further challenge for faster graspersPraising pupils – dojos for good answersMirroring 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 lessonReengage children who have been pre-taughtDirect children visually to working walls which show core vocabulary for whole unitSupport understanding by referring to dual coding: text AND visualsHave 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 knowledgeReduce mental overload by providing small, manageable chunksMake reference to WAGOLLsSupport with sentence stems: I used to think that …, now I think ….  | Promote high-quality talk which is modelled in full sentences, practiced and supports writingSupport 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 firstAnnotate 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 & practiceFocus on learning, not task completionBreak task down into smaller chunksUse concrete resources/visualsSupport children to use adapted technologies, developing independence over timeInform teacher of any misconceptions Do not …Do the work for the pupilGive pupils the answersAlways sit with the same pupilAlways work with the lower graspers/SENHave a line of pupils waiting to have their work marked/looked atLoudly discuss pupils in front of them | Encourage pupils to reflect on their learning. Prompt recall and use of relevant knowledgeMonitor and record responses of pupils who are showing misconceptions and report to teacherGive verbal praise/DojosRefocus pupils using visual/non-verbal cues to prompt childrenDo not …Talk over the teacher Sit doing nothingLeave the classroomAfter the lessonClarify next steps in pupils’ learningComplete tapestry with learning observations (EYFS)Suggest pupils who may need some post teaching/interventionProvide 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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