



Wave 1 Provision Map (Planning Checklist for Quality First Teaching)

<p>Highly focused lesson design with sharp objectives.</p> <p>Lessons planned based on prior knowledge and attainment of pupils Activities differentiated to meet the needs of all learners Clear expectations by teacher of learning outcomes for the lessons matched to the needs of pupils Lessons planned using the outdoor learning environment Regular assessment for learning used to track pupil progress Pupil progress meetings with all staff each term to identify pupil needs</p>	
<p>High demands of pupil involvement and engagement with their learning.</p> <p>Units of work planned to take into account of what children would like to learn eg. Identified groups in the class ‘summer boy’s writing’ Clear guidance given to all pupils so they know what finished looks like Quality texts and photocopies used – agreed font and font size (No smaller than 12) Expectation of high quality handwriting and tools to support all pupils Regular communication with parents to help children build on learning in and out of school Learning designed to meet the needs of all pupils, e.g. differentiated recording (microphone, presentation) as well as task and pace</p>	
<p>High levels of interaction for all pupils.</p> <p>Planned questioning differentiated for individual learners Lolly sticks to ensure all children are expected to contribute to a lesson (questions differentiated for need) Children grouped in different ways for different subjects Learning support assistants used to support all children within a week e.g. to facilitate talk about their learning and plan tasks through the use of Task Boards ‘Communication Friendly Classroom’ Use of an interactive ‘Learning Journey Line’ to identify where they are, where they would like to be and how to reach this outcome</p>	
<p>Appropriate use of teacher questioning, modelling and explaining.</p> <p>Tasks and instructions clearly modelled and explained. Visual cues and actions used by both adults and pupils Planned questioning at a range of levels Modelled work e.g. Use of visualisers to help improve work and to show what good looks like</p>	
<p>An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.</p> <p>Visual symbols and action cues to scaffold talk Talk partners used in all classes Guided group work Talk for writing embedded in all classes (Pie Corbett story telling) My Learning Passport: ‘How best to support me’ for all pupils updated and displayed in all classrooms</p>	

<p>An expectation that pupils will accept responsibility for their own learning and work independently.</p>	
<p>Keys to Success consistently used to “unlock the door to learning”.</p> <p>Word lists, signs, symbols and displays around the room are used to help children access key information independently.</p> <p>Visual timetables used in every classroom.</p> <p>‘Tools’ to support learning identified, modelled and accessible</p> <p>Accessible quality resources labelled to encourage independence</p> <p>Learning passports with person centered targets/outcomes evaluated together</p> <p>Talk dice to model talk about their learning</p>	
<p>Regular use of encouragement and authentic praise to engage and motivate pupils.</p>	
<p>Pupil centred targets in learning passports evaluated together.</p> <p>Pupils know what they successes they have and what they are improving.</p> <p>Golden rules applied consistently across the school.</p> <p>Appropriate behaviour is noticed and rewarded with verbal praise, individual and class rewards.</p> <p>Celebration assembly each week</p>	
<p>Resources/Facilities</p>	
<p>Writing slopes</p> <p>A variety of pencils and grips</p> <p>Specialist scissors and rulers</p> <p>Easi-speak mp3 recorders</p> <p>Notebooks (15)</p> <p>Pupil laptops (4)</p> <p>Soundfield system in each classroom</p> <p>Interactive whiteboard in each classroom</p> <p>Headphones and listening centres</p> <p>Task boards</p> <p>Visual timetables and prompts</p> <p>Timers</p> <p>Practical resources to aid learning e.g. Numicon</p> <p>SEN room/Nurture area</p> <p>Disabled access eg. ramp, automatic door with push pad</p> <p>Outdoor story telling circle</p> <p>Outdoor stages</p> <p>Play trails</p> <p>Pond and sensory garden</p> <p>Allotment bed</p> <p>Woodland accessed directly from the school</p>	