

Follifoot CE Primary School – Whole School Provision Map

The progress of all children is the responsibility of their class teacher. Staff will work in partnership with families respecting and valuing the information they provide.

Quality First Teaching for All	Booster Catch Up	Personalised Targeted Provision
<ul style="list-style-type: none"> • T&L clearly and explicitly emphasises what children will learn based on prior knowledge and understanding • Adults modify language to meet need • Planning is based on a sound • Personalised and differentiated teaching of groups of learners and individual needs – see T&L non-negotiable agreement • Consistent use of nomination to ensure questioning targeted and differentiated. • High quality talk promoted from EYFS on. Skills of effective talk developed across whole school. Emphasis on importance of quality talk for learning • Classroom layout set to facilitate high quality talk • Use of a variety of teaching styles and approaches matched to the needs of individuals • Teachers use a range of access strategies to help children overcome barriers to learning eg use of models and images. • Tasks are clearly explained and or modelled – clear learning objectives, outcomes and success criteria – common age appropriate language used to explain these • Organisation of the classroom environment is conducive for learning, organised, uncluttered, accessible resources, promotion of independence • Use of differentiated learning walls to support learning and teaching • High quality phonics work in phase groups • ‘Pupils given time or support before responses are required. • New or difficult vocabulary is clarified, written up, displayed and referred to • Pupils are provided with relevant and accessible resources eg. word lists, number lines, dictionaries, spell checkers. • Variety of recording methods used as routine- use of software e.g. ‘Clicker 6’ • Use of ICT as an access strategy • A range of strategies used to support the dyslexic 	<ul style="list-style-type: none"> • Small group work, structured with a purpose and measured impact e.g. - pre-teaching in preparation for whole class sessions including difficult and new vocabulary. • Small group work to deliver specific intervention – Time to talk, and speech and language with social and emotions and writing without tears. • Individual or group sessions – target specific gaps – curriculum time, breakfast club, holidays (ALK, personalised phonics) • Adjustments to learning space layout to facilitate effective learning for groups/individuals (Sits on an edge so he’s not squashed and has room for his writing slope and seat wedge) • Individual plan in form of provision maps for specific area of need , education plan or inclusion passport • Risk assessment to support inclusion within certain activities • Mentoring/pastoral support at key times of day/week (Conversation re emotions at the start of each day and before and after play). • Individual behaviour plan/targets with individualised motivational rewards (short spells only) • Advice and guidance from external professionals • Basic equipment – larger pencil, seat wedge, writing slope, specialised scissors. • Use of specific sensory support equipment (Fiddle toy) 	<ul style="list-style-type: none"> • Personalised timetable – including range of learning support to ensure curriculum, access as well as interventions to support specific areas of need • Individual provision map and full inclusion passport • Clarity for all adults involved around specific needs and the impact they have on behaviour and learning • Exploration of conditions that may need to be treated/managed/supported more effectively • Half termly review • External professional involvement • Individual session with visiting specialist • Annual review

<p>pupil ref: Dyslexia Handbook – NYCC</p> <ul style="list-style-type: none"> • Use of procedural facilitators eg writing frames accompanied by higher order questioning and teacher dialogue to extend learning • High quality feedback and expectation of response – see T&L agreed non-negotiables • Expectation of self and peer review alongside high quality adult feedback • Only two books used for recording of written work – helps link learning and ensure higher impact of feedback • Personalised target setting based on high year group expectations alongside individual targets identified from marking • School 'Behaviour Principles' focus on effective learning behaviours – these are a whole school expectation. Prominently displayed across the whole school • Meaningful use of praise and recognition focuses on process, attitude and effort • Effective learning behaviours modelled by adults • Growth mind-sets actively promoted across the whole school • Termly HT and peer pupil progress reviews all learners • Provision maps for specific areas of need – learning and cognition, Dyslexia and communication speech and language 		
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Recent Training Records

<p>All staff able to deliver on quality first teaching. Quality first teaching expectations closely linked with teacher standards and expectations through appraisal Whole staff commitment Quality First teaching – e.g. agreed T&L non-negotiables, commitment to peer observation and review including work scrutiny 2014 – All staff Autism awareness training – autism friendly environments</p>	<p>June 2014 – EJ Learning conversations training SENCO and 1 other member of staff – 2 session 'CAN-DO' training – disseminated to other staff</p>
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