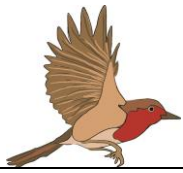




Wave 1: Quality First Teaching at Burhill Primary School

Communication and Interaction

- Each classroom has a visual timetable prominently displayed to support all
- Visual aids, prompts, interactive whiteboards, visualisers etc are used to aid learning
- Key vocabulary taught and clearly displayed
- Staff are aware of children with speech and language difficulties and use strategies such as the following:-
 - Information and instructions are repeated and simplified if necessary
 - Instructions given in the order they are expected to do them
 - Modelling: Pupils are given a demonstration and/or example of what is expected,
 - Teachers use the 10 second rule to allow thinking time for those who need more processing time
 - Chunking instructions. The delivery of information is slowed down and pauses are given when needed, to ensure pupils retain key points.
 - Pupils are encouraged to repeat information and/or instructions to ensure they have understood.
- Pupils are encouraged to use visual feedback e.g. thumbs up /thumbs down
- Pupils are aware of pre-arranged cues for active listening (e.g. symbol, prompt card, verbal cue).
- Pupils are encouraged to seek clarification if they have not understood or if they need help e.g. use of 'buddy'; pre-arranged signal such as a piece of coloured card on their table to mean: *'I need help'*
- Questions are pitched to challenge pupils of all abilities and alternatives are provided to invite a response.
- Open-ended questions are used to encourage pupils to think, reason and speculate (e.g. *'What happened when you got to the fair?'* instead of *'Did you enjoy the fair?'*).
- Prompt cards, using the narrative framework (who, where, when, what happened, etc.) are used to support the understanding of question words.
- Makaton and non-verbal communication such as gesture, signing, facial expression, eye contact, nodding, etc is used when appropriate
- Talk partners considered to encourage a good role model
- Opportunities for individual, paired, group and whole class discussions
- The 'rules' of good listening (*good sitting, good thinking, good looking, good waiting*) are taught, modelled, visually displayed where appropriate and reinforced in class
- Philosophy for Children to promote thinking skills and discussion
- **Open Door Policy** There is good communication with parents through formal and informal means e.g. Parents evenings, emails, phone calls, Curriculum Evenings, Burhill Flyer, parent forums. Learning platform, open Mornings in EYFS observations shared in EYFS, Gap closing meetings etc.
- A priority is placed on fostering good relationships between all staff, children, parents and carers and other stakeholders.

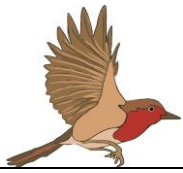


Wave 1: Quality First Teaching at Burhill Primary School

- Home visits in reception and nursery
- Emphasis placed on “Talk” for writing and “Talk” for maths
- Home/school communication books Reading records
- Circle Time
- Opportunities for Role play and drama

Cognition and Learning

- Creative curriculum ensuring learning is irresistible e.g. Stunning Starters and Fantastic Finishers. Real experiences.
- Teaching and learning focuses on children’s interest and real life experiences
- Well planned lessons, based on knowledge and prior attainment of pupils
- High aspirations for all: differentiated curriculum, planning and activities to suit the needs of ALL learners
- In class TA support planned for and used effectively to maximise learning.
- Clear learning objectives and success criteria shared with children at start of lesson
- Varied, engaging and multi- sensory teaching styles to suit the needs of all learners (auditory, visual and kinaesthetic)
- Key vocabulary, number lines, phonics etc. displayed in all classrooms
- Working wall in classroom used effectively to support learning
- Dyslexia friendly font e.g. Arial, comic sans used on any interactive whiteboard teaching PowerPoints and coloured background. Use of mind maps
- Brain gym/movement breaks/run the world to promote listening and attention
- Daily differentiated letters and sounds groups (EYFS and KS1)
- Lollipop sticks and targeted questioning are used to support participation
- Effective verbal and written feedback (tickled pink and green for growth) showing next steps in learning
- Children know their individual targets and next steps in learning in maths and literacy
- On-going assessment for learning , half termly, observations in EYFS
- Teachers have termly Pupil Progress meetings with members of SLT
- Philosophy for Children encourages good thinking skills
- Support for pupils who have difficulty remembering instructions e.g. pictorial instructions, ask them to repeat instructions back , individual white boards and pens for all pupils, mind maps, sticky notes, learning, working walls
- Written and spoken instructions are presented in ways to enable all pupils to access them e.g. bullet points, use of widgets, key points, and use of colour, language adapted, rehearsing and repeating back of instructions, reminders.
- Resources are easily accessible to pupils and clearly labelled in the classroom to encourage early independence.
- Activities use a range of resources which will support the pupil’s learning styles including the chance to experiment, role play, create models, use



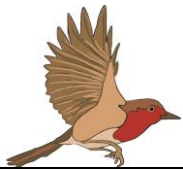
Wave 1: Quality First Teaching at Burhill Primary School

writing frames and record work in a variety of ways

- There is a clear home/school partnership and daily reading is expected at home.
- There are opportunities to use ICT across the curriculum.
- Open-ended questions are used to encourage pupils to think, reason and speculate
- Book corners in every classroom
- Opportunities for mixed ability groupings, paired and individual work
- Challenge box and chilli challenges to provide opportunities to extend learning where children have choice and ownership
- EYFS offers free flow access to outdoor and indoor learning
- Well organised , uncluttered classrooms

Social, Emotional and Mental Health

- Class teachers at classroom doors at beginning and end of day to greet parents and children (Year 5/6 at their entrance to school) to provide a welcoming start to the day
- Head teacher and deputy outside school most mornings to meet and greet
- Caring observant staff who have high regard for nurture
- Home School Link worker to support families
- Robust transition programmes in place for children starting school which includes a programme of Getting Ready for school sessions, meetings and home visits at the beginning of the academic year.
- Children's centre supports with " new reception class sessions " during the summer holidays to help parents and children foster new relationships and help parents develop independence in children so they are ready for school
- Transition between year groups is supported well with all children creating one page profiles in partnership with home and school
- Visual timetables used to support all to reduce anxiety
- Year 2 sleepover. Residential trips in year KS2
- Behaviour policy that's transparent to pupils and parents.
- Values Framework through which children explore the principles and qualities they aspire to as individuals.
- Values tree in EYFS
- Class charter/ rules drawn up and agreed by each class are visually displayed and referred back to regularly
- Clear and consistent rules and routines supported by clear consequences A real focus is placed on catching the children being "good"
- Reward system includes , brick jar, stickers, stampers , certificates, house points, merits , gold book
- Circle time
- Children's achievements are recognised and celebrated through Achievers Assemblies, Celebrating Excellence display , Good work assemblies

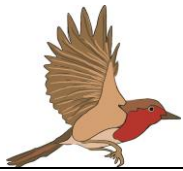


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- Social emotional and aspects of learning taught in class and through assemblies.
- Responsibility and leadership roles for children in Year 6 e.g. play leaders ,sports captains , house captains, vice captains, referees and umpires offering lunchtime and playtime support to younger children
- Burhill Values introduced in assemblies where the children explore the principles and qualities they aspire to as individuals
- Praise is given for application, commitment and effort.
- Resilience programmes such as Fun Friends in year 2 and 4 and Smart Moves in Year 6 .Strategies carried out in other year groups too.
- School Councillors represent the pupil voice
- Feelings boards in classrooms in EYFS /KS1
- Many opportunities for work in mixed ability groupings , paired work and 1 friendship groupings
- Cross phase activities e.g. Year 2 children reading to reception or working with children from another year group during special weeks
- Links for our Year 5/6 in particular with local secondary school particularly for French, PE, school performances, musicals
- Many opportunities for Drama and role play activities including school performances
- Relevant training for school staff i.e. positive touch, behaviour strategies etc
- Routines are taught for activities in class and throughout the school day including transfer around the school and lining up
- 5R's rights and responsibilities are taught
- Positive reinforcement is given when pupils are listening, '*I like the way is looking at me*').
- Positive reinforcement is given when children are showing the right choices...linked with feelings
- Encouragement and praise are used effectively to engage and motivate pupils
- Good relationships with adults, allowing children time to talk, helping them to feel safe and secure
- Weekly class mascots in KS1 and EYFS
- PSHE planned using SEAL materials
- Key adults highlighted for additional pastoral care
- One page profiles for transition to next year group
- Achievers assembly, good work wall, golden lunch with head teacher and deputy
- Growth mindset promoted in all classrooms and displayed interactively
- Characteristic Dinosaurs used in EYFS to promote and help the children recognise and understand ate characteristics of learning that they are developing

Physical and Sensory

- Accessibility Policy in place and is regularly reviewed to improve access arrangements
- Accessible Building, wide doors at front entrance, lifts in new part of building, sensory room, sensory garden, additional quiet group rooms,



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- blinds fitted in classrooms
- Pupils seating is purposely planned, some children need a definite carpet space/seating place to support their learning e.g. at front, at end of row
- Staff aware of implications of being left handed and considers seating arrangements i.e. (positioning of paper and access to appropriate resources e.g. left handed scissors
- Teacher aware of implications of sensory and physical impairment e.g. ensuring children with a hearing impairment is in a good position to see the and light implications for visually impaired
- Suitable furniture and space, according to pupil need and accessibility e.g. ...can small children sit comfortable on chair with feet on floor for stability?
- Access to quiet distraction free areas
- Resources clearly labelled and easily accessible to children to encourage independence
- Multi sensory learning to suit different learning styles
- Regular movement breaks, brain gym , warm up hand exercises for writing etc to promote listening and attention
- Access to fiddle toys, sensory room, sensory activities for those who need it. ‘
- Length of activities are age appropriate
- Gross Motor development supported through PE curriculum and Run the world and reasonable adjustments made so all pupils can be included
- Easy access to resources, including, writing slopes, pencil grips, ‘wobble’ cushions, coloured overlays, easy grip scissors, left handed scissors , multi-sensory resources, different width line guides etc
- Appropriate lighting and blinds to avoid glare
- Coloured overlays /coloured paper available
- Access to gross motor physical equipment such as climbing frame and trim trail for all and ride on toys for reception and nursery
- Sensory shed, and opportunities for daily sensory play ,table tops , activities in reception
- Wide variety of different writing materials provided including triangular pencils , pencil grips, different size of lines on paper
- Staff aware of who needs to wear glasses , those who have grommets and those with allergies or other medical needs
- Variety of after-school clubs are available to encourage pupils to get involved in extra-curricular activities.
- Access to drinking water, tissues, spare clothing
- Alternative ways of recording information e.g. ICT, sound buttons, scribe for those who find writing difficult