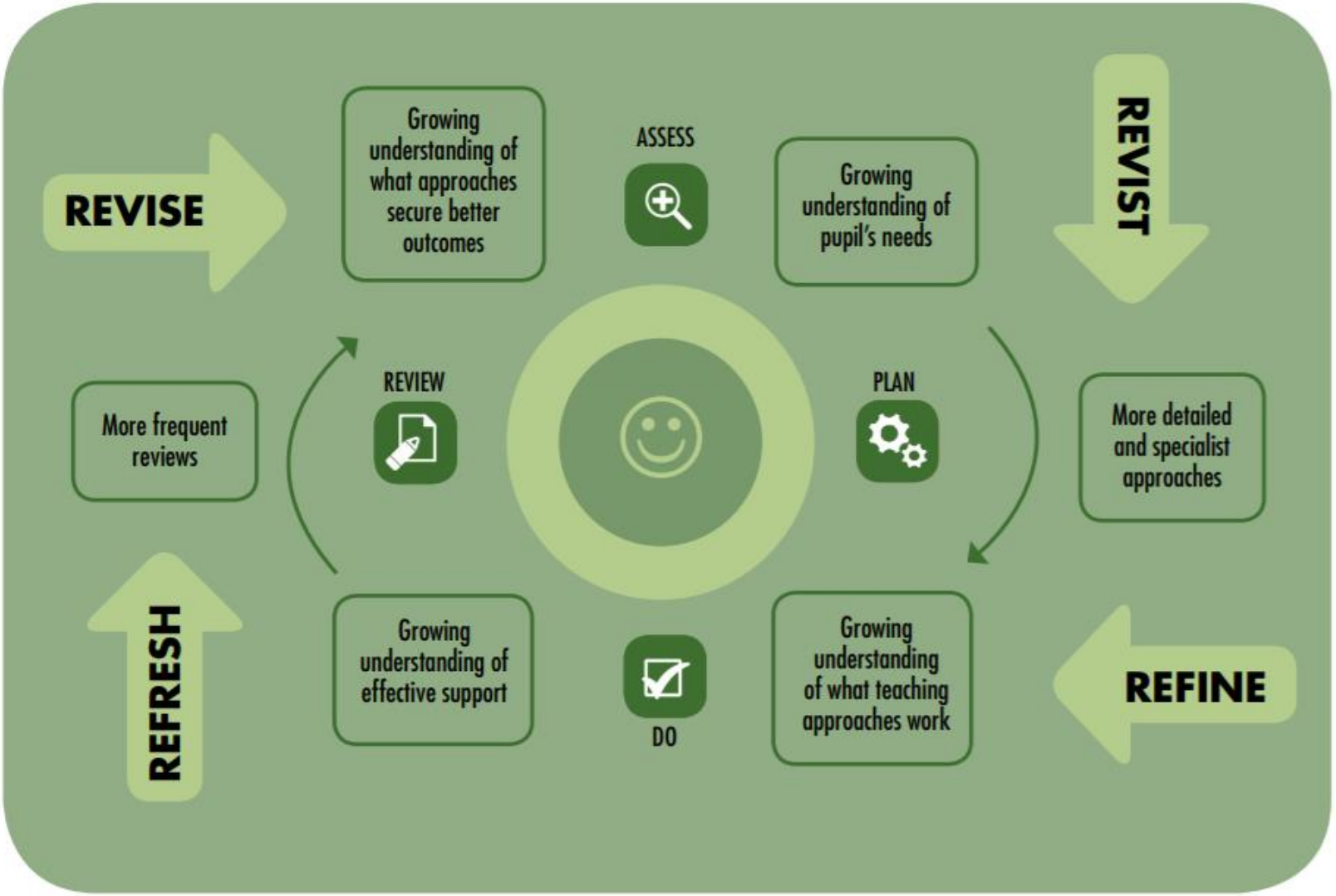
REVISE
Growing understanding of what approaches secure better outcomes
ASSESS
Growing understanding of pupil's needs
REVIST
More frequent reviews
REVIEW
PLAN
More detailed and specialist approaches
REFRESH
Growing understanding of effective support
DO
Growing understanding of what teaching approaches work
REFINE

**QUALITY FIRST TEACHING**

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| **Conditions for learning**<br>*Pupils work in a classroom climate in which they feel safe, secure and valued.* | • Access to adults and any resources used has been planned for, e.g. background noise avoided where possible, light source in front of teacher not behind, blinds in classroom<br>• Classroom and behaviour expectations are displayed with visual prompts; effective and positive behaviour management strategies are used, including class routines, and listening rules<br>• All learners are clear about structure of lesson and day, e.g. visual timetables are on display<br>• Contribution of all learners valued – secure, safe and supportive learning environment<br>• Transition from whole-class work to independent and group work clearly signalled and effectively managed<br>• Texts and equipment are at learner's instructional level and matched to their age, ability and needs<br>• Classroom displays and working walls are used effectively and interactively<br>• The environment reflects the cultural and linguistic background of learners<br>• Access to appropriate ICT equipment and software<br>• Minor adjustments to ICT equipment and furniture have been considered including, screen position, keyboard size and style, mouse size and style<br>• Differentiated software and appropriate fonts are used. E.G. a simplified or supportive word processing package, is used<br>• 'Ease of Access' features provided within operating systems are used to optimise the desktop and work environments |
| **Development of learning**<br>*Questions probe understanding and develop thinking and reflection* | • Time and support given before responses are required, e.g. personal thinking time, partner talk, persisting with progressively more scaffolding, *time for translation,* until child can answer correctly<br>• Use of a variety of questioning and techniques used so as to challenge learners at all levels<br>• Contributions reflected back by teacher in expanded form or expanded on by other learners<br>• Visual and tangible aids used and made available when required, e.g. graphic organisers/key visuals, story sacks, real objects, signs and symbols, photographs, variety of number lines, computer animations, computer animations, digital video or audio recordings, abstract concepts made concrete, key language and first language prompts<br>• Links made to previous lesson objectives<br>• Tasks made more open or more closed according to learner's needs |
| **Knowledge of subjects and themes** | • New or difficult vocabulary and language structures clarified, written up, displayed and revisited with pre and post tutoring where appropriate. |

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| *Teaching is lively, engaging and involves a carefully planned blend of approaches that direct pupils' learning* | • Multi-sensory teaching approaches (visual, verbal, kinaesthetic) in use<br>• Tracking back in literacy and numeracy to reinforce previous learning and language development<br>• Time provided for oral rehearsal before writing<br>• Bilingual resources are provided , where appropriate |

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| **Planning**<br>*A range of assessment strategies, including peer and self-assessment, inform teaching* | • All learners are clear about the lesson intention and success criteria<br>• Tasks clearly explained or modelled – checks for understanding, task cards or boards as reminders, time available and expected outcomes made clear to all learners<br>• Learners have been taught strategies which mean they can continue to work without direct teacher help if they get stuck; prompts to remind them are on display<br>• Tasks simplified or extended, e.g. short, concrete text used by one group or long, abstract text by another<br>• Peer assessment/self-assessment<br>• FACT/FACT plus and IDP checklists are used to inform planning and learning<br>• There is assessment of language learning alongside curricular learning |
| **Understanding Learners' needs**<br>*Pupils are offered a variety of ways in which to record their learning* | • Teacher checks for understanding of instructions, e.g. by asking a child to explain them in their own words<br>• Support in place for children with working memory problems – sticky notes, jottings, tasks broken down, concrete material to support<br>• Interactive strategies used, e.g. children having cards to hold up or own whiteboards or coming to the front to take a role<br>• Scaffolding, e.g. problem solving grids or visual tools or clue cards provided where needed, marking policy providing effective feedback used<br>• Talking and writing partners used<br>• Structured Handwriting programme is followed to develop handwriting patterns, letters and joining<br>• Structured phonics programme is followed, implemented and embedded in reading whole texts supported by rich literacy provision |
| **Engagement with learners and learning**<br>*Pupil groupings are flexible and maximise learning* | • Learners help and support each other with ideas; they give one another space in which to think and respond to questions<br>• Variety of learners groupings used so that learners are able to draw on each other's strengths and skills, produce random groups for talk partners |

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| | • Effective use of additional adult support, e.g. learning objectives clear, independence rather than dependence promoted, peer interaction encouraged<br>• Learners' seating purposely organised. |
| **Links beyond the classroom**<br>*Various approaches, notably ICT are used to help learners extend their learning* | • Alternatives to paper and pencil tasks used where appropriate, e.g. ICT, diagrams<br>• Effective use of ICT as an access strategy<br>• Using the outdoor environment to incorporate practical activities<br>• Effective use of the (Interactive Whiteboard) IWB to model, demonstrate, reinforce and prompt<br>• Parents actively involved in their children's learning<br>• Links made to prior knowledge and learning |

| ***Quality First Teaching for pupils with SEMH needs:*** | | |
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| **Impact of Condition on Learning and Development** | **Quality First Teaching Strategies/Specialised Adaptations** | **Relevant Information/Assessments** |
| Occasionally withdrawn and isolated and on the fringes of activities.<br>Involved in low level distractions which hinder own concentration and that of others.<br>Pupils may have some difficulties with interpersonal skills, concentration (low level) and show signs of frustration at times.<br>May occasionally be unpredictable or destructive. | At this level there is an awareness of some difficulties, noted and monitored by the class/form teacher.<br>Clear boundaries and routines.<br>Weekly timetables to monitor behaviours.<br>Explicit teaching of rules / values and routines i.e. 'Rule of the week'.<br>Visual timetable clearly displayed – appropriate for the age of children in the class.<br>Changes of routine explained and discussed with CYP with time to prepare for them.<br>Appropriate behaviour is noticed, praised and rewarded.<br>Opportunities for positive social interactions, including turn taking and sharing. | The school has a clear policy in place to promote social, emotional and mental health well-being and the management of behaviours.<br>The school will provide more focused opportunities to build self-esteem, develop friendships and social skills. Self-evaluation encouraged and developed.<br>Pupils' self-assessment routinely used to set individual learning targets.<br>Parent/Carer engagement and involvement are positively and |

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| | Modelling, by adults, of behaviour that shows patience, respect, good humour and calmness.<br>System of meaningful rules, incentives and sanctions with consistent and fair application –remove.<br>Tasks may need to be differentiated by level/outcome/pitch/pace and grouping to match learning needs, concentration level, interest and motivation.<br>Language of emotions displayed clearly, both in words and pictures, to assist with the development of emotional literacy – accessible to the age in the class.<br>There should be strategies to focus on emotional needs. These may include strategies such as Circle Time, Friendship Circles, discussion groups, mentoring/buddying. | actively promoted from the earliest opportunity. |

| ***Targeted Support for pupils with SEMH needs:*** *(Quality First Teaching strategies for pupils with SEMH Needs, above, should be implemented and evidenced)* | | |
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| **Impact of Condition on Learning and Development** | **Teaching Strategies/Specialised Adaptations** | **Relevant Information/Assessments** |
| The students' difficulties that may present in either the home and/or school may include:<br>• persistent emotional or behavioural difficulties that have not been reduced by differentiated learning opportunities or by the behaviour management techniques usually employed by the school;<br>• poor concentration despite structured and time limited tasks – poor personal organisation skills;<br>• may be withdrawn and isolated, generally seeking too little adult attention with | Additional levels of pastoral support are likely to include:<br>• Social support groups<br>• Individual support through daily mentoring by a skilled adult<br>• Peer support strategies at key times<br>• Clear communication throughout the school management system with weekly updates<br>• Nurturing support<br>• Anger management | Staff training regarding the characteristics of students with SEMHD and the impact on curriculum access could be provided by external agencies, e.g. Specialist Teachers, Educational Psychologists<br>Learning Support Plan **may** be set following consultation with external professionals such as staff from specialist settings, Behaviour Support staff, Educational Psychologists, and professionals from the CAMHS. |

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| limited or selective communication, may not communicate feelings;<br>• difficulties with interpersonal communication or relationships, reluctant to share, reluctant to participate in social groups, distracts other students, careless with learning materials;<br>• pre-empting failure in tasks;<br>• being reluctant to attend school;<br>• unwillingness to acknowledge or accept responsibility for his/her own actions. | Timetable planning to provide alternative learning situations i.e. work station.<br>Appropriate behaviour and expectations are taught alongside the academic curriculum. Student and parent involvement in the behavioural programmes will be clearly defined.<br>Staffs are able to monitor students during break times and lunchtimes and have strategies in place during unstructured times.<br>Consideration should be given to the use of IT, audio visual support, 'time out' to support a differentiated curriculum for a student who has difficulties in engaging in traditional methods of curriculum delivery.<br>There should be staff training regarding the characteristics of students with social, emotional and mental health problems and the impact on curriculum access.<br>Counselling for individuals from external agencies may be appropriate. | All agencies should work together to ensure that parental involvement is achieved wherever possible.<br>Baseline recording of particularly difficult or significant behaviours should be made in order to carry out an 'ABC analysis' to inform interventions and evaluations (Antecedents, Behaviour and Consequences).<br>The student may need an individual risk assessment. |

| ***Personalised Interventions for pupils with SEMH needs:***<br>*(Quality First Teaching and Targeted Support strategies for pupils with SEMH Needs, above, should be implemented and evidenced)* | | |
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| **Impact of Condition on Learning** | **Teaching Strategies/Specialised Adaptations** | **Relevant Information/Assessments** |
| SEMH difficulties are a barrier to learning and inhibit any participation, understanding and contribution to activities in the classroom.<br>Significant difficulty in social interaction. Shows lack of trust in adults. | Highly individualised and differentiated provision is required.<br>Advice from external professionals, e.g. Specialist Teachers, Educational Psychologists, CAMHS.<br>Analysis of Fixed Term Exclusion data to identify effective strategies to minimise repeat incidents resulting in targeted support for individuals. | Multi-professional assessment/support which may include the CAF process.<br>Mental Health and Behaviour Guidance:<br>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416786/Mental_Health_and_Behaviour_- |

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| Severe emotional difficulties. Behaviours result in significant risk of harm to self and others, even with close adult support, leading to extreme social isolation, vulnerability and disengagement.<br>Takes physical risks and situations that have the potential to harm.<br>Extreme responses leading to an inability to engage with any formal learning situations<br>Little evidence of positive social relationships leading to extreme social isolation, vulnerability and disengagement<br>Complete disruption to social and emotional state, leading to extreme disengagement and isolation. | Robust systems for recording and analysing serious behavioural incidents. | Information and Tools for Schools 24 0515.pdf<br>Individual Risk Assessment/Risk Reduction Plan may be required. |

## Iveson Primary School – Nurture Provision

Purpose of Nurture Group Provision

At Iveson we support all our children to achieve their full potential and recognise in order to do this there are times when they may require nurture provision. Nurture provision seeks to support our children to overcome barriers in their learning brought about by social, emotional or behaviour difficulties through short term, focussed intervention strategies. We recognise the need for children to form secure and happy relationships in their formative years and therefore we ensure our nurture groups provide the opportunity to revisit those early nurturing experiences.

The main purpose of nurture provision is:

To provide a flexible and preventative resource that is responsive to the particular needs of each child.

To provide ongoing assessment and support for children showing signs of emotional stress and behavioural difficulties with the aim of enabling the child to access the curriculum and return to full participation in their mainstream class.