



## QFT

What is QUALITY FIRST TEACHING?

We aim to provide QFT teaching for all pupils at all times.

Focus must be on PROGRESS for all. Strategies we use to promote this include:

Clear and tight focus

Success Criteria

Planning (long/med/weekly)

Title pages– Big picture–what will we be learning

End of unit review –what have I learnt ? how will I make it stick?

Pre and Post teaching

Modelling

Questioning

Sticky Learning grids

The learning environment

Share subject specific vocabulary

Promoting positive learning attitudes

Using check-ins (mini-plenaries)

Providing next step verbal feedback

Differentiating so all pupils can achieve the focus

Revision of basic skills

**This is our School...**



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**This is our School...**

Let the rooms be full of contentment..

Clear and tight focus for every lesson

- ⇒ Can I?
- ⇒ Taken from Vine Curriculum
- ⇒ Clear steps in order to achieve the focus -Success Criteria I can..

Title pages and End of unit review pages

- ⇒ Title page as a new topic is introduced
- ⇒ What do I already know?
- ⇒ What have I learnt and how do I make it stick?

Planning

- ⇒ Using Vine Curriculum and planning templates
- ⇒ Deeper knowledge questions
- ⇒ Make the BIG PICTURE purposeful—WHY do we need to learn this?
- ⇒ Clear progression of knowledge and skills
- ⇒ Direct additional adults to support learning and how, who with etc

Modelling and Scaffolding

- ⇒ Show the pupils how to complete the task—model the learning
- ⇒ Offer to model just one more—for everyone or for some?
- ⇒ Display examples on the working wall

Using check-ins (mini-plenaries)

- ⇒ Stop! How does everyone feel? What do they understand? Who needs support? Who needs more challenge?

Next step feedback and day to day assessment

- ⇒ Verbal feedback (VF)
- ⇒ Peer/self assessment
- ⇒ STARS—what has gone well?
- ⇒ TARGETS What do you need to do next to move forward?\_Develop the learning partnership by asking a question for the pupil to answer to consolidate/develop understanding
- ⇒ Questioning, observations, check ins

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Let peace dwell here..

### Differentiating

- ⇒ Who will I pre teach? Who needs a post teach?
- ⇒ Mixed ability pairings
- ⇒ How can you support those who are falling behind? moving ahead?
- ⇒ How can you support disadvantaged groups? EAL? SEND? PP?

### Revision of basic skills

- ⇒ English and maths basic skills in Foundation subjects
- ⇒ Sticky Learning Grids
- ⇒ Daily story time/ 10 min maths/ daily counting
- ⇒ Lunchtime catch up club
- ⇒ Home learning

### Identifying progress

- ⇒ How much? How often? How good? Evidence of differentiation
- ⇒ Progress over time?

### Sharing targets

- ⇒ Do pupils know their current level and their next steps?
- ⇒ How do you share this information?
- ⇒ How do pupils know what they need to do to progress?

### The Learning Environment (rich resources)

- ⇒ Eye catching displays
- ⇒ Working walls
- ⇒ Key vocabulary
- ⇒ Knowledge Organisers

### Fostering learning behaviours & Promoting positive learning attitudes

- ⇒ Vine Values
- ⇒ Promoting independence and enjoyment of challenge
- ⇒ 'Having a go' - risk resilient- and perseverance
- ⇒ Positive Relationships and strong routines

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That as many hands build a house, so many heart create a school.

At The Vine teaching assistants support learning by:-

Taking the register allowing the class teacher to deliver their pre-teach

Supporting/ delivering the early learning activity

Writing down the key vocabulary for the lesson and adding to working wall whilst input being delivered

Creating a word bank both to support and extend (subject specific, up-levelling) and encouraging use of resources available

Checking in with pupils and using VF to either support the pupil or move them on

Teaching and leading guided groups

Reinforcing non negotiables eg date and focus written neatly, spelt accurately and underlined (where appropriate), sheets stuck in neatly etc

Marking the learning following the Feedback and Marking policy with the pupils

Be a role model (active listener, questioning, repeating key words, re-phrasing

Supporting all pupils and checking in regularly with vulnerable groups eg PP, SEN, EAL

Ensuring date, focus and success criteria are displayed for pupils for every lesson

Supporting the classroom routines and a second pair of eyes to help refocus pupils, settling, encouraging, praising pupils as appropriate

Feeding back to the class teacher about what they noticed regarding pupils' who need to overlearn/ ready to move on annotate planning as appropriate

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