

**It may be helpful to consider the following principles for inclusive quality first teaching...**

As a school, our key INTENT is to ensure that all pupils, regardless of their individual circumstances, needs or starting points, are offered a broad and balanced curriculum which enables them to experience individual success and to feel included in all aspects of school life.

With regard to pupils with Special Educational Needs or Disabilities (SEND), we seek to include them in all aspects of the curriculum, as well as extra-curricular activities. There is a focus on communication between teachers, pupils and parents, as we feel that for all stakeholders to be well-informed and to work collaboratively is the best way to support our learners.

(Our SEND Information Report, 2021)

### Clearly Sequenced Curriculum



If taught in a logical sequential way, a progressive and cumulative curriculum is the most effective resource to support all learners, including those who are disadvantaged or have SEND.

### Chunking Content



When information is new to learners, the best way for them to process this is in small, manageable bites or chunks, due to limits in working memory. Chunks can get bigger over time but allows pupils to master learning before moving on.

### Retrieval Practice



A strategy designed to recall and remember information. Often termed 'low stakes testing', these can take the form of quizzes, flashcards, clickers and multiple choice questions.

### Concrete Examples



For many learners, including those with SEND, understanding abstract concepts and ideas are difficult to comprehend, therefore concrete examples using visuals and other sensory stimuli, as well as real-life examples, will help understanding.

### Explicit Teaching of New Vocabulary



It is essential that time is taken to ensure the explicit teaching of new vocabulary and key words - even if they have been covered in a previous scheme of work. When teaching new vocab pupils should: read it, explore its origins, understand it, see it in different contexts, and use it.

### Pre-Teaching and Over-Learning



Where pupils struggle with new content pre-teaching introduces new vocab and ideas based on what they already know, whilst over-learning offers regular review and recall.

### Modelling



As with babies taking their first steps, learners moving towards independence need the guidance of the teacher to be shown the way. Modelling and worked examples of 'what a good one looks like' offers the prompts and support needed. E.g. I do, We do, You do.

### Effective Questioning



Question starters should begin with *what, where, why, how*. Bloom's Taxonomy provides a range of question stems that can be used to draw out knowledge and understanding.

### Dual Coding



When learning new material, our short-term memory is limited and this impacts on our attention and cognitive load. Presenting information through both words and images helps with new learning and retrieval. Examples include infographics, diagrams, sketch notes etc

### Feedback



Feedback opens the lesson with clear aims and objectives, it is used throughout the lesson to acknowledge correct understanding or address misconceptions and is used on completion of work to advise how to improve or build on current knowledge.