



QUALITY FIRST TEACHING

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SEND Reference Document to complement SEND Policy and SEND Information Report

1. Quality First Teaching

- 1.1 The day-to-day interactions between teacher and student in the classroom are the key to learners making good progress. Quality first teaching seeks to engage and support the learning of all students, building on their prior learning and challenging them to make the next steps in their understanding. Effective teachers expect everyone to succeed by offering higher levels of support or extra challenge for those who need it, so that all students can access the learning.
- 1.2 The key characteristics of quality first teaching can be summarised as:-
 - Highly focused lesson design with clear outcomes
 - High demands of student involvement and engagement with their learning
 - High levels of interaction for all students
 - Appropriate use of teacher questioning, modelling and explaining to gauge student understanding and support adaptive planning
 - An emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups
 - An expectation that students will accept an appropriate level of responsibility for their own learning and work independently
 - Regular use of encouragement and authentic praise to engage and motivate students.
- 1.3 In developing quality first teaching we must pay particular attention to the development of the strategies of questioning, modelling and explaining. These strategies are seen as being particularly important in advancing students' learning; all need to be adjusted to recognise the skills, interests and prior learning of individual students.
- 1.4 Meeting the needs of all learners can be achieved with little more planning than your lesson already needs by employing a combination of simple but effective strategies. Adaptive planning does not mean providing different work for everyone but instead refers to the utilisation of a whole variety of resources, teaching styles, classroom activities and support. We need to cater for those students with SEN/D, those with EAL and the higher ability/more able students. In order to do this effectively we must all know our learners.
- 1.5 Strategies used to adapt include use of learning outcomes, targeted effective questioning techniques, structured group work and discussions or seating arrangements, support from another adult as well as different tasks matched to ability but designed to stretch the learner to the next stage of learning.
- 1.6 Quality first teaching will ensure that all students' acknowledged learning needs are met in the classroom setting in a variety of different ways.
- 1.7 There are documents linked to Quality First Teaching:-
 - The LEAP 'Learning Plan'
 - LEAP Teaching & Learning Policy/Marking & Feedback Policy.