All our learners will benefit from high-quality teaching

Bath & Wells Multi Academy Trust

Core Principles to build on pupils' strengths by listening to and acting on feedback from our learners.	o All our pupils are unique and we work together to ensure they achieve their very best. o We look at the holistic child and use pupil's strengths and interests to engage them in their learning. o We have a well-designed curriculum, that is carefully sequenced, breaking down content into smaller components with frequent opportunities for additional practice. o Our learning environment, includes reasonable adjustments in relation to acoustics, lighting, visual reinforcement, classroom positioning, access to board/focus on lessons, and minimal reflections off surfaces	We act on advice from appropriate external agencies on teaching approaches and recommendations are followed. o Using flexible groupings we plan evidenced based, targeted and structured individual / small group work to develop learning skills, build resilience and support positive outcomes. o Acting on information from formative assessment we plan universal and targeted provision. o We work in partnership with parents and pupils to make sure we know children well and can plan the best provision.

Planning Inclusive Lessons	**Every school has access to Walkthrus – an essential CPD tool to develop adaptive teaching** https://www.walkthrus.co.uk/welcome-full - Begin a lesson with a short review of previous learning - Present new material in small steps with pupil practice after each step - Ask many questions and check the responses of all pupils* - Provide models - Guide pupil practice* - Check for pupil understanding* - Provide scaffolds for difficult tasks - require and monitor independent practice* - Engage pupils in weekly and monthly review - Obtain a high success rate	**Adaptive teaching is likely to be...** **Less successful** when it focuses on differentiation (distinct tasks) and tailoring lessons to 'learning styles.' **More successful** when it focuses on: - Targeted/tailored support - Additional practice - Breaking down content into smaller component - Acting on information from formative assessment - Teaching carefully selected groups - Well chosen resources	

Universal Provision (Inclusive pedagogy)	Cognition and Learning	Communication and Interaction	Social, emotional and mental health	Sensory and/or Physical
Learning Environment Toolkit	o Ensure displayed print is large enough to be read o Access to laptop/iPad for dictation/immersive reader o Phonics/spelling/vocabulary on display o Access to core English resources o Access to core Maths resources, e.g. Bead string, 100 square / number line, Base 10, Counters, Numicon, Vocabulary mats/banks	o Calm, structured environment with clear, visual information about what is happening and what is expected, e.g. visual timetables, widget symbols o Speech and Language rich environment developing receptive and expressive language skills o Communication in Print materials and symbols o Consider seating position and orientation o Reduce visual, auditory and other sensory distractions	o 'Normal Magic' strategies for whole-class mental wellbeing o Class agreement/charter o Social and emotional development e.g. buddy systems, friendship strategies, 5-point scale / feelings display, Worry box or worry eater o Social seating and proximity to the teacher o Identified safe spaces for calming down – regulation station/zone	o Classroom de-cluttered and not visually overwhelming o Alternative environment/specific strategies to reduce sensory overload allowing sensory regulation (Sensory Box, Safe Space) o Range of writing implements available (writing slope) and alternative methods of recording including IT o Manage screen-time (including interactive whiteboards/TVs)
Teacher Toolkit	o Evaluate the 'cognitive load' of lessons. Can instructions be broken down? https://www.youtube.com/watch?v=IkH0EGYqWO0 o Pre-teaching of vocabulary or concepts o Support to develop core skills to enable successful learning (e.g. attention, listening skills) o Alternative ways of recording learning (e.g. immersive reader, video) Oak learning https://www.thenational.academy/ o Extra time given to complete tasks which have a focus on prolonged reading and/or listening engagement o Teach spelling 'tricks', e.g. mnemonics, rhymes o Provide daily opportunities to experience success, praise effort and be positive about mistakes o Precision teaching of reading, spelling and number facts o Writing / planning frames (including Colourful Semantics)	o Pre-teaching of vocabulary or concepts o Clear instructions given with visual and auditory clues to back up what is being said o Time to complete steps of instructions – for child to process what they have been told and their thoughts o Give instructions clearly and check understanding o Allow thinking time when answering questions o Consider reducing dictations and copying from the board o Short and direct language o Introduce real objects and kinaesthetic means of teaching to maintain attention and support understanding. o Allow time for repetition (using the same language) o Allow additional time for processing, recapping and checking. o Increase use of visual support, such as sand timers and whiteboards, to maintain attention and support understanding. Model how to extend sentences	o Opportunities to develop social development, interaction and promote positive peer relationships o Be explicit about the behaviours you expect to see and model them o Structured routines, including regular whole-class circle time o Use of choice and motivation o Calming strategies – ask what the child finds calming o Tune in to signs of dysregulation - offering movement breaks, pre-empt difficult situations and plan accordingly e.g. action mats o Widget restorative conversation prompts o Comic strip conversations o Sample 5-point scale o Zones of regulation	o Carefully sequenced curriculum which includes access to key vocabulary, visual approach to phonics and reading o Pre-writing activities/warm up o Letter formation and fine motor skills activities o Grip development, e.g. dough-disco o Pre-prepared work – child not writing date and LO o Develop note taking skills o Movement / sensory breaks/ snacks o Ear defenders o Writing slopes
Pupil Toolkit	o Visual task tick sheets/Widget Now & Next Boards / Planning templates to support organisation o Headset with microphone (e.g. for immersive reader) o Use of Post-it notes, numbered or ordered (1st/2nd etc.), big paperclips and highlighter pens o Phonics/spelling/vocabulary mats/banks, including sentence openers	o Prompt cards for group roles and conversation skills o Social stories to develop understanding of social situations o Widget now/next board o Widget communication board/fan o Mini whiteboards – failing this, use a scrap of paper with a simple	o Now and Next / Now, Next, Then Boards o Emotional-scaling strategies/zone of regulation o Personal 5-point scale o Regulation space in classroom o Exit pass o Fidget toys	o Adapted equipment (e.g. pencil grip) o Hand held fidget toys – squeezy objects o Sensory space in classrooms o Ear defenders help learners who find auditory input difficult to process

	o Talking tins o Coloured overlays	task list or checklist for reference. Visual timetables. Visuals, post-it notes, displays and working walls.		
Other strategies you may use	o	o	o	o
Targeted /tailored support - *schools to add*	o Early Reading phonics o Maths Pre-teaching o TRUGs Reading	o Nessy Reading and Spelling o DFE-funded Tutoring (1:1 or small group)	o Speechlink interventions o Languagelink interventions o Lego-therapy/Sand-Therapy	o Social skills games o TEACCH activities	o Circle of Friends o Emotional Logic o Thrive/Nurture UK o Action Mats	o Paul Dix approaches – When the Adult Changes	o Nessy Fingers o Write Dance	o Action Mats o Smart Moves
External Agencies *Schools to add*	o Dyslexia Outreach Service o Educational Psychology	o Speech and Language Therapy o Autism Assessment Pathway o Communication and Interaction Team	o GP or Paediatrician o CAMHs Support o ADHD Assessment Ways o Mental Health Support Team	o Occupational Therapy o Visual/Hearing Impairment Team

o https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf

o https://www.wholeschoolsend.org.uk/resources/teacher-handbook-send

o https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send

o https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes

1 **Explicit instruction** — Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.

2 **Cognitive and metacognitive strategies** — Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.

3 **Scaffolding** — When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.

4 **Flexible grouping** — Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

5 **Using technology** — Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.