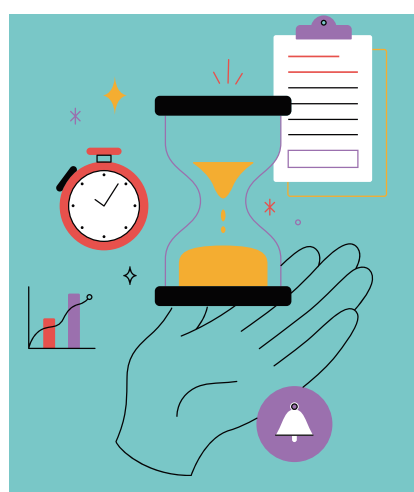


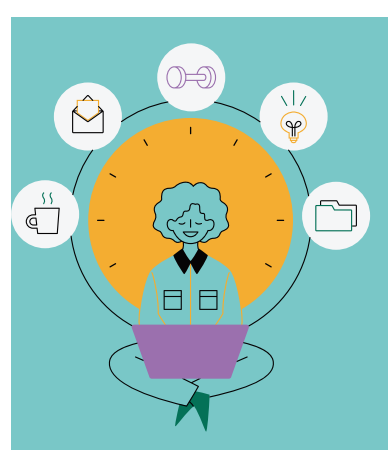
# UNIVERSAL OFFER

## TEACHING AND LEARNING



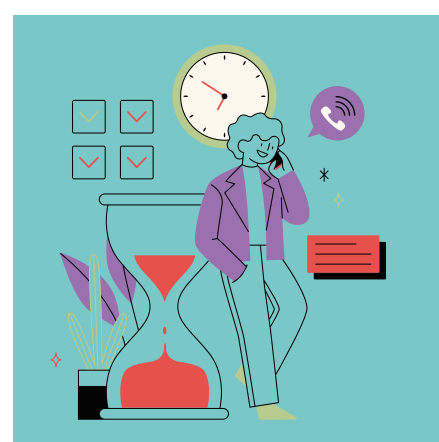
- Teachers use a Metacognitive teaching structure and appropriate use of questioning, modelling and explaining, for example ‘What do you need?’ and ‘What do you already know?’ ‘What can you use to help problem solve?’
- Modelling- this is used with visual cues, a visualiser where possible and explicitly modelling the key vocabulary.
- Teachers break down learning into small, manageable steps
- Teachers use a multi-sensory approach when teaching where possible
- The ‘Think it, say it, write/do it’ - approach to support working memory and independence. Scaffolding: Word banks, writing frames, number grids and calculation prompts to be used to support learning.
- Prior learning is built upon and linked to future learning
- ICT is used across the school to support learning including alternatives to recording where possible.
- Additional adults are deployed effectively and where needed, provide support for children promoting resilience and independence

## STRUCTURE AND ROUTINES



- Highly focused lesson design with clear learning objectives
- Visual timetables are used across the school and displayed in the classroom
- Positive behaviour management strategies are used through tally points in KS1, dojos in KS2, star/shooting star, ACE awards

## ENVIROMENT AND SENSORY



- The classrooms are tidy and organised, boards are backed in neutral colours with minimal visual distractions on display.
- Teachers manage noise levels in their classrooms to ensure a calm learning environment.
- Statutory spellings are displayed around the classroom or in spelling journals higher up the school. Posters and reference books are available in classrooms.
- The school has a supply of sensory items such as thera-bands, fidget items and wobble cushions which teachers may provide or direct children to if deemed necessary
- Each classroom has a break-out table/zone designed to allow for higher focus and concentration where required.

