

Quality First Teaching Toolkit

Barnet Education and Learning Service

**This toolkit has been developed by members of the
Inclusion Advisory Team**

Quality First Teaching Toolkit



Memory supported by **demonstration** and **modelling** of memory **techniques**



Always be **child centered**



Instructions given in small **chunks** with **visual cues** and **repeated**



Classroom support **planned** for and used to **maximise learning** and **promote independence**



Range and variety of **groupings** within the class



My Inclusive Classroom

Praise is specific and targeted. Transitions are planned according to the **child's needs**



Always work in **partnership** with **families**, share successes share, ask questions



Understanding is demonstrated in **different ways**



Understanding is checked by asking **pupils to explain**. Assessments are used to **inform next steps**



Classroom well **organised** and **labelled** with **pictures** and **symbols**



My Inclusive Classroom

Visual system in place to allow pupil to **show understanding**



Pupils **names** are used to **cue in**



The classroom **environment/learning wall** promotes **new vocabulary** and learning. New **vocabulary** is shared with **home**



Range of **multisensory** approaches used to **support** spoken **language** e.g. symbols, pictures, objects, role play



Access to a **quiet space** if necessary



Communication and Interaction

Instructions given in small **chunks** with **visual cues** and in **order**



Wait time is provided for processing and response time



Rules for listening are **displayed, taught** and **modelled**



Ensure **preferred level of communication** (as well as preferences relating **eye contact**) is known by all **staff**



Talk buddies are used to **encourage a response**



Communication and Interaction Strategies

Key learning points are **reviewed during** and at the **end of the lesson**



Links to prior learning are **made** regularly



Range of **multisensory** approaches used to **support understanding** and **language** e.g. symbols, pictures, objects, role play



Know the **text difficulty** you are expecting them to read



Emphasise **key words** and vocabulary
Pre teach and share new vocabulary with home



Instructions given in **small chunks** with visual cues and in order



Cognition and Learning

Rules for listening are **displayed, taught** and **modelled**, preferences for listening are known



Pupils **encouraged** to **explain** what they have **understood**.
Consideration given to **home language**



Access to a **quiet space** if needed



Wait time is provided for processing and response time



Catch the pupil being good and **emphasize positives**, celebrate **strengths** they have. Think about **seating** and **grouping**



Transition times are clearly **taught**, **planned** for and **actively managed**



Range of **multisensory** approaches used to support understanding. **Visual** approaches used to support **keeping on-task**



Teach use of **post-it notes** for **questions** and ideas **rather than interruptions**



Make **expectations** for **behaviour explicit** and **clear**, **model** and **reward**, share **successes** with home too



Social Emotional and Mental Health

Listen to pupils give **opportunities** to **explain** their **behaviours**



Give **regular planned**, **legitimised learning breaks** e.g. message taking, fiddle toys,



Give **classroom responsibility** to **raise self-esteem**



Use **interactive strategies**. **Communicate** with **clear instructions**, use **clear routines**



Access to a **quiet space**, **quiet time**, that suits them and when they **need it**. Have **calming activities** that follow their **interests**



Social, Emotional, and Mental Health Strategies

Visual

Multisensory experiences



Glasses clean and on



Consider lighting and where you stand



Limit inessential copying from the board



Say the pupil by name, cue them in



Sensory and/or Physical Strategies

Physical

Accessibility of the classroom



Think about seating/organisation, check table heights



What ways can you capture work e.g. oral, computer?



Break activities into smaller chunks



Think about rest breaks levels and effort needed



Hearing

Seating – can the pupil sit at or near the front



Minimise classroom and environment noise



Check pupils understanding Unsure hearing aids are working



Allow wait and processing time



Repeat contributions from other children



Use visuals as much as possible



Simple language is used. Emphasise **key words** and vocabulary
Pre teach and share new vocabulary



The **child** and the **family** are at the centre



Range of **multisensory** approaches used to support understanding and language e.g. objects, pictures, symbols, other visual prompts and timetables



Think about the **sensory needs**. **Plan** for sensory experiences and regular breaks



Repeat activities many times and over many days



Wait time is provided for processing and response time



Early Years Strategies

Early Years

Comment on what they are doing, **join in** with their play, **use their name**



Model what to do and then **get them to repeat** it straight away



Tasks are broken down into small chunks with **visual cues**



Teach key skills and concepts in positive **everyday situations**, not when in crisis

