

# **Inclusive Quality First Teaching**

Audit tools for classroom use

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## Strategies for all learners – QFT checklist

	Comments:	Date:
Classroom well organized and labelled		
Subject specific vocabulary clearly displayed – with visual prompts		
Plan by deciding what everyone can learn then ‘differentiate up’		
Clear lesson structure with learning objectives presented orally and visually		
Instructions given in small chunks with visual cues		
Understanding checked by asking students to explain what they have to do		
Understanding is demonstrated in a variety of ways		
Range of groupings within the class including some random pairing activities		
Activities and listening broken up with breaks for more kinaesthetic activities		
Five positive comments to one negative		
Praise is specific and named		
Memory supported by explicit demonstration and modeling of memory techniques		
Classroom assistants planned for and used to maximize learning		
Students are clear what is expected – use of ‘WAGOLL’ – what a good one looks like – examples.		

## Area of Need: Communication and Interaction

Student Name:

D.o.b.:

Quality First Teaching	Comments	Date
Photographs of staff displayed in classrooms		
'Rules' of good listening displayed, taught, modeled and regularly reinforced		
Students aware of pre-arranged cues for active listening (e.g. symbol, prompt card)		
Student's name or agreed cue used to gain individual's attention – and before giving instructions		
Key words/vocabulary emphasized when speaking and displayed visually with picture cues		
Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play		
Instructions broken down into manageable chunks and given in the order they are to be done		
Checklists and task lists – simple and with visual cues		
Delivery of information slowed down with time given to allow processing		
Students are given a demonstration of what is expected		
System of visual feedback in place to show if something has been understood		
Students are encouraged – and shown – how to seek clarification		
Prompt cards using a narrative framework (who, where, when, what happened etc.) used to support understanding of question words		
Talking buddies or similar used to encourage responses		
TAs used effectively to explain and support students to ask and answer questions		
Classroom furniture and groupings consider whether students with speech & communication needs can see visual prompts and the teacher		
Where possible, access to a quiet, distraction free work station if needed		
'Word walls' or similar to develop understanding of new vocabulary		
Parents advised of new vocabulary so it can be reinforced at home		
Appropriate use of visual timetables – personalised to the student		
Minimise use of abstract language		
Ensure that preferred methods of communication (as well as level of eye-contact) known by all staff within school		

## Area of Need: Communication and Interaction

Student Name:

D.o.b.:

Possible interventions (additional to/different from)	Comments	Date
Programmes advised by Speech and Language Service		
Programmes advised by external agency		
'Talking Partners' programme		
'Nurturing Talk'		
'Socially Speaking'		
'Talkabout' Activities (Alex Kelly)		
'Language for Thinking' small group sessions (Stephen Parsons & Anna Branagan)		
Small group language work		
Strategies and resources from the Communication Trust <a href="https://www.thecommunicationtrust.org.uk/">https://www.thecommunicationtrust.org.uk/</a>		
'Elklan' language programme training for school staff		
'Active Listening for Active Learning' Maggie Johnson & Carolyn Player		
Opportunities to work 1:1 with a scribe		
Small group or 1:1 work to develop social skills		
Support or alternative provision for break times e.g. Nurture group etc.		
Support available if student has to leave the classroom to go to a pre-arranged place		
Support at times of particular stress e.g. coming into school, home time, PE lessons etc.		
Regular sessions with learning mentor		
Social stories written for specific areas of difficulty		
Comic strip conversations		
In class support to facilitate access to the curriculum.		

## Area of Need: Cognition and Learning

Student Name:

D.o.b.:

Quality First Teaching	Comments	Date
<b>'Next steps' for learning derived from what the student can already do – referring back to earlier stages when necessary</b>		
Make sure you know the level of difficulty of <i>any</i> text you expect the student to read		
Key words/vocabulary emphasized when speaking and displayed clearly		
Pre-teaching of subject vocabulary		
Instructions broken down into manageable chunks and given in sequence		
Teach sequencing as a skill e.g. sequencing stories, re-ordering texts, timelines		
Students encouraged to explain what they have to do to check understanding		
Resources, equipment, homework diaries make use of consistent symbols and colour coding		
Links to prior learning explicitly made – and linked to 'real life' experiences and concepts		
Key learning points reviewed at appropriate times during and end of lesson		
Colour coded word walls in alphabetical order		
Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders		
Provide – and teach use of – range of writing frames to aid organisation		
Key words available on desks		
Mark writing for content – encourage students to highlight one or two words themselves that may be incorrect to be looked at later		
Occasional opportunities to work with a scribe – perhaps in a small group to produce writing for 'publication' e.g. displayed on the wall, read to others		
Use IT programs and apps. to reinforce and revise what has been taught		
To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.		
Range of coloured overlays/reading rulers available		
Coloured paper for worksheets and coloured background on smart board		
Texts which reflect interest and age range – good range of 'hi-lo' (high interest, low reading age) available		

## Area of Need: Cognition and Learning

Student Name:

D.o.b.:

<b>Quality First Teaching</b>	<b>Comments</b>	<b>Date</b>
Text presented clearly – uncluttered, use bullet points and clear font		
Diagrams and pictures to add meaning alongside text		
Cloze procedure exercises to vary writing tasks and demonstrate understanding		
Don't ask student to read aloud in class unless you know they have pre-prepared and are comfortable with this		
Additional time to complete tasks if necessary		
Teach and model memory techniques		
Use different coloured pens to support learning spellings, identifying different sections of text, one colour for each sentence etc.		
Minimise copying from the board – provide copies for student if necessary		
Teach student how to use planners, task lists etc.		
Teach keyboard skills		

## Area of Need: Cognition and Learning

Student Name:

D.o.b.:

Possible interventions (additional to/different from)	Comments	Date
1:1 teaching from a specialist SpLD teacher		
1:1 or small group multi-sensory phonics programme e.g. 'Sounds-Write', 'Beat Dyslexia', 'Read, Write Inc.' catch up programme. <b>Little and often is better than once a week</b>		
Additional multi-sensory follow up lessons using plastic letters, phoneme frames, writing to dictation etc.		
Daily 1:1 reading, teaching through errors		
Small group or 1:1 support for writing/reading – additional to literacy lessons		
'Better Reading' programme		
'Reading Recovery' programme		
Small group or 1:1 work on spelling programmes		
Support for pre-teaching concepts and vocabulary		
1:1 or small group lessons to develop memory skills using appropriate resources		
Revision sessions to revise and consolidate what has been learned		
Paired reading sessions with 'reading buddies'		

## Area of Need: Social, Emotional and Mental Health

Student Name:

D.o.b.:

Quality First Teaching	Comments	Date
'Catch' the student being good and emphasize positives in front of other students and staff (where appropriate)		
Students are aware of who/when/where they can share any concerns with a trusted, named adult		
Give the student a classroom responsibility to raise self-esteem		
Refer students regularly to classroom code of conduct, whole class targets and use consistently – ensuring that supply staff apply same consistency		
Play calming music where appropriate		
Give breaks between tasks and give legitimate 'moving around' activities		
Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources		
Use interactive strategies		
Make expectations for behaviour explicit by giving clear targets, explanations and modeling – don't assume that students should 'know' what to do		
Where possible, create a quiet area both for working and as a 'quiet time' zone		
Use a visual timer to measure and extend time on task – start small and praise, praise, praise		
Teach students how to use post-it notes for questions and ideas rather than interruptions (when appropriate)		
Legitimise movement by getting student to take a message, collect an item, use a 'stress ball' or similar if necessary		
Give a set time for written work and do not extend into breaks to 'catch up' – the student will need these breaks		
Use student's name and give eye contact before giving instructions (unless eye-contact is an issue)		
Consider seating – student seated at the back of the class may not be as tempted to turn around		
Personalise teaching where possible to reflect students' interests		
Communicate in a calm, clear manner		
Keep instructions, routines and rules short, precise and positive		

## Area of Need: Social, Emotional and Mental Health (2)

Student Name:

D.o.b.:

<b>Quality First Teaching</b>	<b>Comments</b>	<b>Date</b>
Provide visual timetables and task lists – may need to be for a short period of time depending on the student		
Have a range of simple, accessible activities that the student enjoys to use as 'calming' exercises – or a range of extension activities where appropriate		
Communicate positive achievements – no matter how small – with home and encourage home to do the same. Could be in the form of text messages, 'good notes', postcards, merits, rewards		
Allow student to have a safe place to store belongings		
Ensure groupings provide positive role models		
Transition from whole class work to independent or group work is taught, clearly signalled and actively managed		

## Area of Need: Social, Emotional and Mental Health

Student Name:

D.o.b.:

Possible interventions (additional to/different from)	Comments	Date
Nurture Group support to develop social and emotional skills		
Boxall Profile – or other SEMH assessment tool such as B Squared etc - completed to highlight areas of need with associated 1:1 or small group work		
Seal resources		
'Negotiate' by Greg Sampson used to structure small group sessions		
Small group work to develop listening, attention and turn taking skills		
1:1 barrier games to develop turn taking and listening skills		
Daily/weekly sessions with a learning mentor or trusted adult in school		
Support available if student has to leave the classroom to go to a pre-agreed place		
Support at times of particular stress e.g. coming into school, home time, PE lessons etc.		
Social stories written for specific areas of difficulty		
Comic strip conversations to work on developing understanding of situations		
In class support to facilitate access to curriculum.		
Restorative Justice approaches		
Individual counseling		

## Area of Need: Sensory Needs

Student Name:

D.o.b.:

<b>Quality First Teaching – Visual Difficulties</b>	<b>Comments</b>	<b>Date</b>
Give as many first hand 'real' multi-sensory experiences as possible		
Ensure correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye		
Try out different paper/Smartboard colours to try to find best contrast		
Consider lighting – natural and artificial – which is most comfortable?		
Avoid shiny surfaces which may reflect light and cause dazzle		
Take advice from specialist teams related to font style and size		
Short spells of visual activity should be interspersed with less demanding activities		
Eliminate inessential copying from the board		
Where copying is required, ensure appropriate print size photocopy is available		
Ensure range of writing materials is available so that student can choose most appropriate to maximize vision		
Always uses verbal explanations when demonstrating to the class. Read out aloud as you write on the board		
Address the student by name to get their attention		
Avoid standing in front of windows – your face becomes difficult to see		
Avoid the sharing of texts/monitors unless doing so is a priority for social reasons e.g. working together on a project.		

<b>Possible interventions (additional to/different from)</b>	<b>Comments</b>	<b>Date</b>
Equipment and resources as recommended by the Sensory Support Team or Ophthalmologist		
Enlarged copies of texts – size determined by student and sensory support team/ophthalmologist		
Access to audio books and associated equipment		

## Area of Need: Sensory Needs

Student Name:

D.o.b.:

Quality First Teaching – Hearing Difficulties	Comments	Date
Careful seating that allows the student to see the teacher clearly and also see other speakers (back to the window is good)		
Gain student's attention before important information is given		
Keep background noise to a minimum		
Slow down speech rate a little, but keep natural fluency		
Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning		
Allow more thinking and talking time		
Model and teach careful listening along with signals when careful listening is required		
Repeat contributions from other students – their voices may be softer and speech more unclear		
Occasionally check that oral information/instructions have been understood		
Face the student when speaking		
Keep hands away from mouth		
Key words on board to focus introduction and conclusion		
Divide listening time into short (ish) chunks		
Use visual symbols to support understanding		

Possible interventions (additional to/different from)	Comments	Date
Equipment and resources as recommended by the Sensory Support Team or Audiologist		
A language programme such as 'Talking Partners' may support language development for a student with a hearing impairment by offering a quiet, small group forum		

## Area of Need: Sensory Needs

Student Name:

D.o.b.:

Quality First Teaching – Co-ordination	Comments	Date
Consider organisation of classroom to allow free movement		
Allow the student plenty of space to work – where space allows, could he/she be placed next to a ‘free’ desk?		
Ensure that left and right handed students are not sitting next to each other with writing hands adjacent		
Seating should allow student to rest both feet flat on the floor – check chair heights		
Desk should be at elbow height – sloping desk provided if possible		
Positioned so student is able to view the teacher directly without turning the body – close enough to see and hear instructions		
Seated where there are minimal distractions e.g. away from windows and doors		
Encourage oral presentations as an alternative to some written work		
Lined paper with spaces sufficiently wide to accommodate student’s handwriting		
Mark starting point for each line with a green dot		
Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other		
Break down activities into small chunks with praise for completing each part		
Ensure range of different pen/pencil grips is available		
Reinforce verbal instructions by repeating several times, give no more than one or two instructions at a time and ask the student to explain what is required to check understanding		
Once the student is confident with this, perhaps they could be asked to explain the task to another student or small group		
If copying from the board is absolutely necessary, use different colours for each line and leave a gap between lines		
Teach sequencing skills		
Cue cards may help the student to sequence a task e.g. 1. Clear your desk 2. Collect the equipment you need (with visual cues) 3. Put the date at the top of the page etc.		
Can the ‘WALT’ or LO be photocopied or written into book for student?		

## Area of Need: Sensory Needs

Student Name:

D.o.b.:

<b>Quality First Teaching – Co-ordination (2)</b>	<b>Comments</b>	<b>Date</b>
Equipment clearly labelled and kept in same place in class		
Teach student how to use planner, diary, lists to organize themselves as appropriate		
Allow additional time to complete tasks		
Where possible, allow the student alternatives to taking part in team games where he/she will be identified as 'letting the side down'		
Allow access to lap-tops/tablets etc. & teach key board skills (e.g. BBC 'Dance Mat' typing)		

<b>Possible interventions (additional to/different from)</b>	<b>Comments</b>	<b>Date</b>
Equipment, resources and programmes as recommended by the occupational or physiotherapy services		
'Co-ol' project or similar intervention		
'Motor Skills United' small group intervention programme		
Small group or 1:1 fine motor skill activities		
Small group or 1:1 handwriting activities (additional to usual provided for class) e.g. 'Speed Up'		
Support and teaching of keyboard skills		
Use of voice processor and associated teaching (at least 80% accuracy)		

## Area of Need: Maths

Student Name:

D.o.b.:

Quality First Teaching	Comments	Date
Ensure links to prior learning are implicitly made		
Give access to a wide range of practical resources		
Ensure key learning points are reviewed regularly throughout the lesson		
Ensure understanding of mathematical vocabulary. Are learners using the correct language?		
Provide a talking partner for students to share/explain their mathematical thinking		
Give lots of thinking time		
Present tasks in a meaningful context		
Make close observations of students to fully understand the mathematical strategies being used to solve problems – get them to ‘talk through’ what they’re doing		
Ensure multi-step tasks are supported by jottings and model this		
Give a wide range of contexts for students to apply their learning		
Give opportunities for students to make up problems using skills learned for their talking partner to solve		
Give opportunities for students to check their solutions using a range of methods		
Don’t rush into abstract and formal written work before understanding is secure		
Be prepared to explore, repeat and rehearse steps again to ensure understanding of abstract concepts		
Use squared paper – one digit per square		
Different coloured pens for hundreds, tens, units		

Possible interventions (additional to/different from)	Comments	Date
Maths Recovery		
Numicon		
Talking Maths		
Talk 4 Maths		
My Maths		