

## **Quality First Teaching (QFT)**

QFT originates in the then DCSF's guide to personalised learning published in 2008, which summarises its key characteristics as:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.'
- Strategic use of Teaching Assistants to support the classroom environment.
- Teaching Assistants are used to 'add value to what Teachers do, not replace them' EEF, 2016, making the Best Use of Teaching Assistants.

(DCSF, 2008) *Personalised learning – a practical guide* 00844-2008DOM-EN

## **Wave 1 Teaching**

Quality First Teaching at Colton Hills Community School will requires our teachers to:

- Provide a calm environment for learning from the moment pupils are entering the classroom quietly. Hyped up pupils must calm down before entering the learning environment.
- Ensure students understand; why they are learning the subject matter? How does this affect their future?
- Manage the classroom atmosphere and so we will not tolerate noise, disrespect.
- Follow the PROUD ethos of the school.
- Create that trusting environment that will allow pupils to thrive. School is sometimes the only structure students have in their lives.
- Always use IPP.
- Always consult the SENCO if unsure.

**THEN: TEACH**

## **WAVE 2 – SEND Nurture groups**

Quality First Teaching at Colton Hills Community School will involve a teaching partnership between the TA and the teacher. In the learning environment, QFT will ensure that the teaching assistants ‘add value to what teachers do, not replace them’ EEF, 2016, making the best use of teaching assistants, in the following ways:

### **‘highly focused lesson design with sharp objectives’**

- Planning with the teacher – directed time, during lesson time, during PPAs, providing the IPP information that teachers need and ensure differentiation takes place.
- In classrooms, TAs will reinforce learning objectives by ensuring that all students understand them and may have written them in books.

### **Strategic use of teaching assistants to support the classroom environment:**

- Taking register or doing the starter activity.
- Model activities for the teacher – role play, miming, hot seat, questioning.
- Scaffolding information to pupils – pupils complete chunked tasks.
- TAs will ensure PROUD happens.
- TAs will be the 2<sup>nd</sup> adult - assist in marking books; DIRT activities completed; Red pen responses are completed; green highlighter marking.
- TAs will work with a range of pupils within the classroom – encouraging independence.
- Teacher remain responsible for the pupils who are making limited progress.
- TAs will add completed targets and strategies to IPPs.

### **‘regular use of encouragement and authentic praise to engage and motivate pupils.’**

- TA responsible for handing out house points
- TA sending out ‘good news’.
- TA helping teacher to understand the strengths and weaknesses of pupil.

- Intervening where a pupil is restless and needs calming (emotional and social well-being).