

## Strategies for all learners – QFT checklist

Classroom well organized and labelled (with picture symbols)	
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 pupils 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 modelling of memory techniques	
Classroom assistants planned for and used to maximize learning	
Pupils are clear what is expected – use of 'WAGOLL' – what a good one looks like – examples.	

## Communication and Interaction

*Including ASD*

Quality First Teaching	Possible interventions (additional to/different from)
Photographs of staff and pupils displayed in foyer and classrooms	Programmes advised by Speech and Language Service
'Rules' of good listening displayed, taught, modelled and regularly reinforced	Programmes advised by external agency
Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card)	'Socially Thinking' resources
Pupil's name or agreed cue used to gain individual's attention – and before giving instructions	Small group language work
Key words/vocabulary emphasized when speaking and displayed visually with picture cues	Receptive language activities e.g. 'Blacksheep Publications'
Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play	Social stories written for specific areas of difficulty
Instructions broken down into manageable chunks and given in the order they are to be done	Comic strip conversations
Checklists and task lists – simple and with visual cues	In class support to facilitate access to the curriculum.
Delivery of information slowed down with time given to allow processing	Opportunities to work 1:1 with a scribe
Pupils are given a demonstration of what is expected	Small group or 1:1 work to develop social skills
System of visual feedback in place to show if something has been understood	Support or alternative provision for break times e.g. Nurture group/lunchtime club/quiet playtime etc.
Pupils are encouraged – and shown – how to seek clarification	Support available if pupil has to leave the classroom to go to a pre-arranged place

Prompt cards using a narrative framework (who, where, when, what happened etc.) used to support understanding of question words	Support at times of particular stress e.g. coming into school, home time, PE lessons etc.
Talking buddies or similar used to encourage responses	Regular sessions with learning mentor
Support staff used effectively to explain and support pupils to ask and answer questions	'Language for Thinking' small group sessions
Classroom furniture and groupings consider whether pupils with speech & communication needs can see visual prompts and the teacher	Lego Therapy
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 child	
Minimise use of abstract language	
Ensure that preferred methods of communication (as well as level of eye-contact) known by all staff within school	

**Cognition and learning**  
*including spld, dyslexia, dyspraxia, dysgraphia*

<b>Quality First Teaching</b>	<b>Possible interventions (additional to/different from)</b>
'Next steps' for learning derived from what the pupil can already do – referring back to earlier stages when necessary	1:1 or small group multi-sensory phonics programme e.g. 'Beat Dyslexia', 'Read, Write Inc.' catch up programme
Make sure you know the level of difficulty of <i>any</i> text you expect the pupil to read	Additional multi-sensory follow up lessons using plastic letters, phoneme frames, writing to dictation etc.
Key words/vocabulary emphasized when speaking and displayed clearly	Daily 1:1 reading, teaching through errors
Pre-teaching of subject vocabulary	Small group or 1:1 support for writing/reading – additional to literacy lessons
Instructions broken down into manageable chunks and given in sequence	Small group or 1:1 work on spelling programmes
Teach sequencing as a skill e.g. sequencing stories, alphabet etc.	Support for pre-teaching concepts and vocabulary
Pupils encouraged to explain what they have to do to check understanding	1:1 or small group lessons to develop memory skills using appropriate resources
Resources, equipment, homework diaries make use of consistent symbols and colour coding	Revision sessions to revise and consolidate what has been learned
Links to prior learning explicitly made	Precision teaching
Key learning points reviewed at appropriate times during and end of lesson	Support and teaching of keyboard skills – Nessy Fingers
Colour coded word walls in alphabetical order	Toe to Toe
Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders	Sound Linkage

Provide – and teach use of – range of writing frames to aid organisation	
Alphabet strips stuck to desks	
Key words and/or phoneme mats on desks	
Mark writing for content – encourage pupils to highlight one or two words themselves that may be incorrect to be looked at later	
Occasional opportunities to work with a scribe – perhaps within a small group to produce a piece of writing for ‘publication’ e.g. displayed on the wall, read to other children etc.	
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	
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 pupil 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.	
Mark starting point for each line with a green dot	
Minimise copying from the board – provide copies for pupil if necessary	
Teach pupil how to use planners, task lists etc.	
Teach keyboard skills	

**Social, Emotional and Mental Health**  
*Including ADHD, ASD, attachment disorder*

Quality First Teaching	Possible interventions (additional to/different from)
Take time to find pupil’s strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.	Socially Thinking resources to develop social and emotional skills
‘Catch’ the pupil being good and emphasize positives in front of other pupils and staff (where appropriate)	Small group work to develop listening, attention and turn taking skills
Give the pupil a classroom responsibility to raise self-esteem	1:1 barrier games to develop turn taking and listening skills

Refer pupils regularly to classroom code of conduct, whole class targets and use consistently – ensuring that supply staff apply same consistency	Daily/weekly sessions with a learning mentor or trusted adult in school
Play calming music where appropriate	Support available if pupil has to leave the classroom to go to a pre-agreed place
Give breaks between tasks and give legitimate ‘moving around’ activities e.g Brain Gym, wake up and shake up	Support at times of particular stress e.g. coming into school, home time, PE lessons etc.
Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources	Social stories written for specific areas of difficulty
Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.	Comic strip conversations to work on developing understanding of situations
Make expectations for behaviour explicit by giving clear targets, explanations and modelling	In class support to facilitate access to curriculum.
Where possible, create a quiet area both for working and as a ‘quiet time’ zone	Restorative Justice approaches
Use a visual timer to measure and extend time on task – start small and praise, praise, praise	Individual support from named/targeted adult
Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate)	The Boxall Profile completed to highlight needs and track progress
Provide alternative seating at carpet time if this is an issue	Use of Sensory Room
Legitimise movement by getting pupil to take a message, collect an item, use a ‘fiddle toy’ if necessary	OT Advice sheets e.g. Classroom management Strategies for Children with Sensory Difficulties
Ensure that tools/equipment are easily accessible and available for use.	
Give a set time for written work and do not extend into playtime to ‘catch up’ – the pupil will need these breaks	
Use pupil’s name and ensure you have their attention before giving instructions	
Chunk instructions and support with visual cues.	
Make use of different seating and grouping arrangements for different activities.	
Personalise teaching where possible to reflect pupils’ interests	
Communicate in a calm, clear manner	
Keep instructions, routines and rules short, precise and positive	
Listen to the pupil, giving them an opportunity to explain their behaviours. Use Restorative Justice Harmer and Harmed question cards.	
Provide visual timetables and task lists – may need to be for a short period of time depending on the pupil	
Zones of Regulation – pupils aware of and how to use ‘calming’ exercises	
Communicate positive achievements – no matter how small – with home and encourage home to do the same. Could be in the form of a ‘Golden moments’ or ‘Good News’ book or ‘Good notes’ to be collected in a small plastic wallet	

Allow pupil to have a safe place to store belongings and fiddle toys	
Ensure groupings provide positive role models	
Transition from whole class work to independent or group work is taught, clearly signalled and actively managed	

### Visual Difficulties

Quality First Teaching	Possible interventions (additional to/different from)
Give as many first hand 'real' multi-sensory experiences as possible	Equipment and resources as recommended by the Sensory Support Team or Ophthalmologist
Ensure correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye	Enlarged copies of texts – size determined by pupil and sensory support team/ophthalmologist
Try out different paper/Smartboard colours to try to find best contrast	Access to audio books and associated equipment
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 pupil 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 pupil 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.	

### Hearing Difficulties

Quality First Teaching	Possible interventions (additional to/different from)
Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good)	Equipment and resources as recommended by the Sensory Support Team or Audiologist
Gain pupil's attention before important information is given	A language programme such as 'Time to Talk' or 'Talking Partners' may support language development for a pupil with a hearing impairment by offering a quiet, small group forum
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 children – their voices may be softer and speech more unclear	
Occasionally check that oral information/instructions have been understood	
Face the pupil 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	
<b>Co-ordination</b>	
<b>Quality First Teaching</b>	<b>Possible interventions (additional to/different from)</b>
Consider organisation of classroom to allow free movement	Equipment, resources and programmes as recommended by the occupational or physiotherapy services
Allow the child plenty of space to work – where space allows, could he/she be placed next to a 'free' desk?	Support and teaching of keyboard skills – Nessy Fingers
Ensure that left and right handed pupils are not sitting next to each other with writing hands adjacent	Use of voice processor and associated teaching (at least 80% accuracy)
Seating should allow pupil to rest both feet flat on the floor – check chair heights	Small group or 1:1 handwriting activities (additional to usual provided for class) e.g. 'Speed Up'/'Write from the Start' programmes
Desk should be at elbow height	OT Advice sheets e.g. Bilateral Coordination, Ball Skills
Sloping desk provided if possible	
Positioned so pupil 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 pupil'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 child to explain what is required to check understanding	
Once the child is confident with this, perhaps they could be asked to explain the task to another child 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 pupil 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 pupil?	
Equipment clearly labelled and kept in same place in class	
Teach pupil how to use planner, diary, lists to organize themselves as appropriate	
Allow additional time to complete tasks	
Where possible, allow the pupil 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)	

## Maths

Quality First Teaching	Possible interventions (additional to/different from)
Ensure links to prior learning are implicitly made	Maths Recovery
Give access to a wide range of practical resources	Numicon
Ensure key learning points are reviewed regularly throughout the lesson	Timetable Rock Stars
Ensure understanding of mathematical vocabulary. Are learners using the correct language?	Power of 2 Same Day Intervention
Provide a talking partner for pupils to share/explain their mathematical thinking	Mathletics
Give lots of thinking time	3 <sup>rd</sup> Space Learning
Present tasks in a meaningful context	
Make close observations of pupils 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 pupils to apply their learning	
Give opportunities for pupils to make up problems using skills learned for their talking partner to solve	
Give opportunities for pupils 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	

'Talkabout' Activities (Alex Kelly)	Talking Maths
'Elklan' language programme training for school staff	Talk 4 Maths
'Active Listening for Active Learning' Maggie Johnson & Carolyn Player	Dynamo Maths
'Talking Partners' programme	
'Nurturing Talk'	Silver Seal
'Socially Speaking'	Family Seal
'Motor Skills United' small group intervention programme	(Stephen Parsons & Anna Branagan)
Small group or 1:1 'Clever Fingers' type activities	
'Co-ol' project or similar intervention	SRB4' Building Language Skills in the Classroom
or the 'Teodorescu	
	Use SEMH assessment tools like BSquared PSHE and Citizenship
FLS, ALS	'Sounds-Write',
Fischer Family Trust Wave 3 programme	'Reading Recovery' programme
'Better Reading' programme	