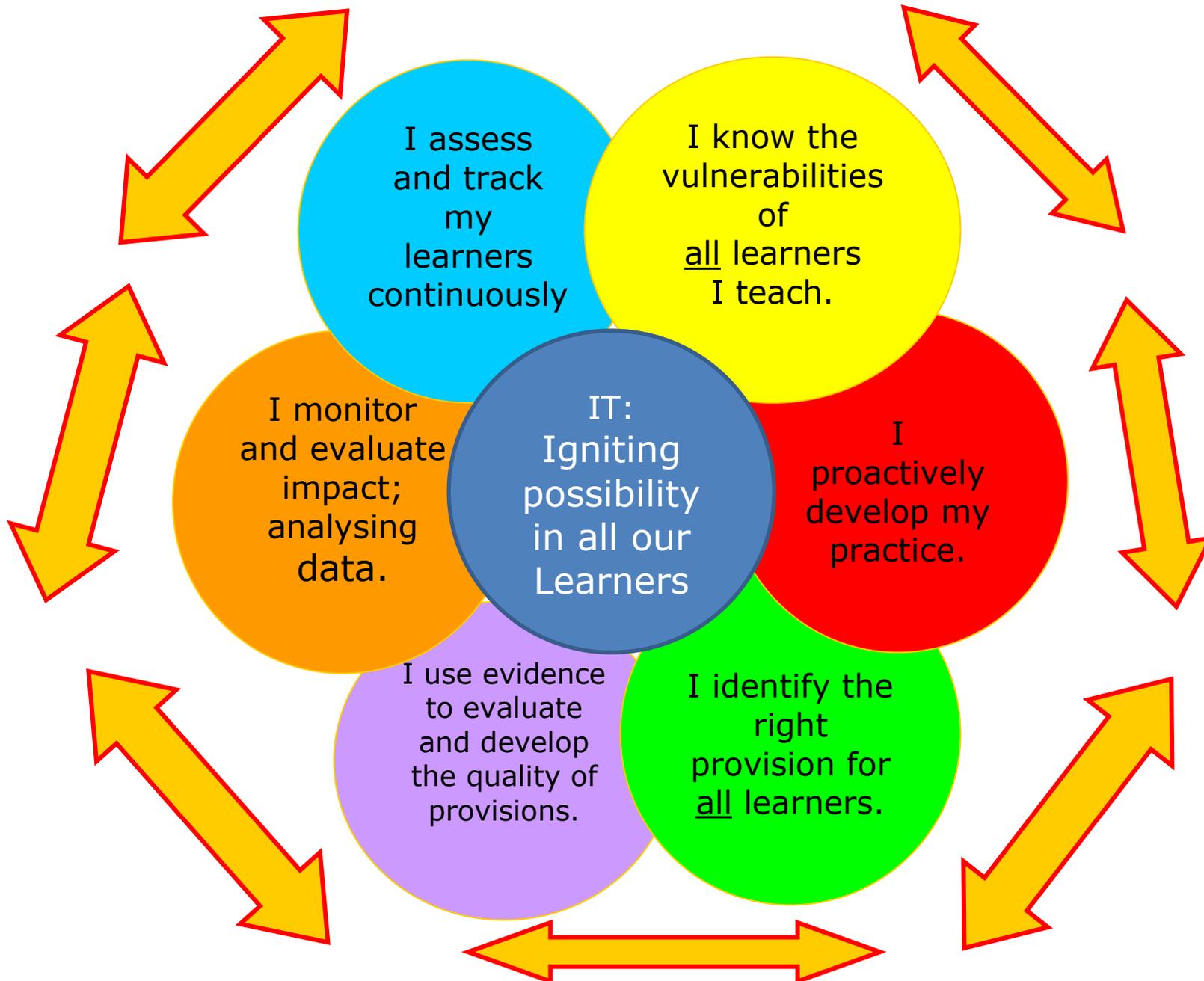


Quality First Inclusive Teaching: ensuring whole class teaching meets the needs of all learners

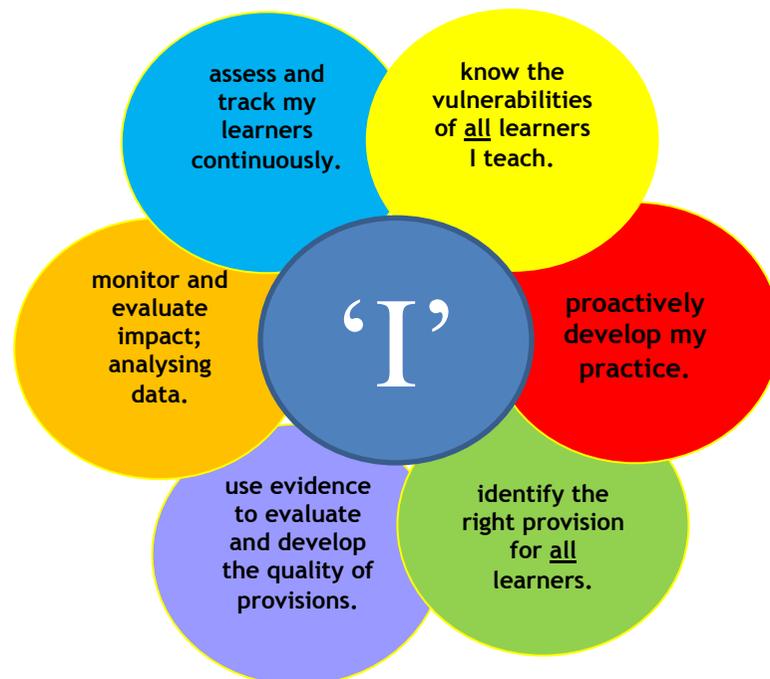
Inclusive Teaching (IT) takes account of the full scope of provision including guided, group work and individual interventions in order to identify and remove potential barriers to learning and meet the needs of all learners.



- rigorously assess and track learners using Assessment for Learning approaches, including Classroom Monitor.
- undertake prior knowledge assessments and identify focus groups across different areas of learning.
- observe, listen and mark; giving appropriate and regular feedback to all learners.
- make full use of layered target processes.
- ensure that there are many opportunities for self and peer-assessment in a day.
- make use of the analysis tools in Classroom Monitor and interrogate the data available both when snapshots are taken and more frequently than this.
- ensure that my assessments are accurate referring to standardisation files available and through moderating with colleagues.
- make changes during learning episodes in response to the progress being made by learners; questioning them effectively which has a striking impact on learning.
- ensure learning intentions are always clear and accessible, supported by success criteria.
- create a buzz in my classroom; learner engagement is maximised, learners are challenged and have a ravenous appetite for learning.

- use historical and current data analysis to identify current and future needs. I am proactive in preventing underachievement.
- use progress and attainment data to identify learners who need to make accelerated progress.
- am aware of the need to make sophisticated use of layered targets; avoiding learners continually hitting red targets.
- intervene as soon as a learner appears to have hit a barrier or is beginning to stall.
- relentlessly seek the advice and support of others to assist me.
- remain interested in the progress of all learners across the school not just those I currently teach; I communicate with teachers whose children transfer to me throughout the summer and autumn terms.

- know all learners are potentially vulnerable but by being in a particular group learners may be more at risk of underachievement. I know who is vulnerable in my class and remove potential barriers to learning for these learners.
- have engaged with the EELE* programme and have EELE groups including lower achievers who undertake the 'expert' role.
- use proven successful strategies for meeting the needs of boys.



- regularly review the impact of provision I have put in place and target the most effective support at the right time to the right learners.
- use data to target focus groups for interventions.
- target support in light of day to day marking, taking into account peer and self-assessment.
- mark developmentally reflecting critically and adapting planning, using this to impact on learning opportunities.
- use flexible groupings and differentiate discriminately by outcome, resource, task and support including carefully considered use of other adults.
- judge the right time to intervene, modify or change provision based on my professional judgement and all available evidence.
- determine who the right learners are for support based on their individual needs and priorities eg those who need to narrow the gap or lack skills in critical areas such as the acquisition of phonic awareness / understanding.

- get the CPD I need to ensure that I have the skills to flexibly respond to identified learner needs.
- continuously reflect on my practice and what I can change to enable all learners to excel; I take risks and trial new practices.
- visit other settings internally and externally sharing the good practice I have observed.
- take advantage of in-service training and communicate to leaders how this can be personalised.
- aspire to be a leader and take advantage of opportunities available. I am aspirational for myself and my learners.
- use information available, such as data analysis, to identify my CPD needs.
- feel that I am 'on the bus' and part of the successful journey the whole school is on.
- am proactive about my own CPD. I seek advice, attend courses, speak to experts and coaches.

- focus on outcomes and recognise my accountability for progress. I take account of learner voice and parent voice in addition to work scrutiny and the feedback I receive on my teaching/practice from others.
- take advantage of and develop further opportunities for parents to be actively involved. I invoke and listen to parental feedback/comments.
- take account of strengths and areas for development from my Performance Management, monitoring, work scrutiny and other evaluative processes. I act positively on advice not taking it personally.
- appreciate that I am responsible for learner achievement, attainment and progress, remaining positive when this presents challenges.
- take the time needed to get to know all learners; I talk to learners about learning.