

King's Stanley C of E Primary School Primary School
Wave 1 Provision Map

Wave 1 or 'First Quality Teaching' describes inclusive teaching which takes into account the learning needs of all the children in the classroom. It is achieved through appropriate differentiation through curriculum planning, learning tasks and teaching strategies.

Wave 1 is the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

Curriculum	Curriculum Enhancement	The school and classroom environment	Lunchtime	Trips	Homework	Assessment and feedback
<p>An exciting and creative curriculum which makes links between different areas of the curriculum</p> <p>Differentiated curriculum planning, activities, delivery and outcome ensure all children can access learning</p> <p>Access to IT to develop and enhance learning e.g. Education City</p> <p>Success criteria shared with all children and referred to throughout lesson</p> <p>Active, engaging and challenging lesson starters and plenaries that recap on prior learning and link directly to the objectives, outcomes and success criteria of the lesson as a whole</p> <p>Differentiated questioning including open ended questions to challenge and stimulate discussion</p>	<p>Themed days with a particular whole school focus e.g. science, maths</p> <p>Access to teaching assistant support</p> <p>Opportunities for independent work and collaborative small group work to develop skills in a variety of areas including team work and problem solving</p> <p>More able children challenged through extension tasks which deepen learning</p> <p>Specialist Sports coaches take a weekly games lesson in Key Stage 1 and 2</p>	<p>Warm relationships, humour and clear expectations are fostered</p> <p>Appropriate seating arrangements</p> <p>Water available in classroom</p> <p>Daily timetable clearly displayed</p> <p>'Learning prompts' (e.g. key words, visuals and writing frames) enhance the learning experience</p> <p>Equipment and resources clearly labelled and accessible</p> <p>Children encouraged to access resources independently</p> <p>'Working Walls' clearly show the learning journey in literacy and maths alongside children's contributions</p> <p>Stimulating and interactive displays which promote and support the learning and display children's work. Key vocabulary in every classroom</p> <p>Corridor displays celebrate children's work</p>	<p>Healthy and varied meals</p> <p>Daily salad cart</p> <p>Range of equipment available at playtimes</p> <p>Use of outdoor classroom</p> <p>Year 6 children are buddied up with Reception children</p> <p>Playground leaders support children at lunchtimes</p> <p>Friendship bench</p>	<p>All year groups have planned visits that relate to their curriculum</p> <p>Walks around local area</p> <p>Visits to Church to support learning in RE</p> <p>Yearly Residential trips in Year 6(PGL)</p>	<p>Differentiated homework</p> <p>Wide variety of homework tasks including research</p> <p>Access to Doodle Maths</p> <p>Fiction express</p>	<p>Systems of marking and assessment track children's progress and show them how to move forward</p> <p>Personalised targets (writing, maths and reading)</p> <p>Quality feedback given (verbal and written)</p> <p>Time given for children to respond to marking</p> <p>Clear and consistent marking code used throughout school which encourages children to correct and amend own work</p> <p>Use of highlighters to show where learning intention has been met (pink) and indicate next steps for learning (green)</p> <p>Purple polishing pens to show corrections</p> <p>Children peer and self-assess against learning intention and identify own next steps in learning</p> <p>One to one time set aside so that teachers can discuss child's targets and next steps for learning</p>

Pupil Voice	Spiritual Development	Performing arts and class assemblies	Outside areas	Behaviour and attitudes	Reading and the Library	Communication and Interaction
<p>School council meet regularly to discuss issues</p> <p>Subject leaders ask children about their learning when monitoring their subject</p> <p>Eco council meet regularly to discuss issues</p> <p>Discussions during Governor visits and end of year exit interviews</p>	<p>RE lessons</p> <p>Prayer group meets once a week</p> <p>Regular visits from vicar</p> <p>Open the book once a week</p> <p>KS2 visits to St George's church at Easter and Christmas for services.</p> <p>Celebration of our core values</p> <p>Assemblies</p>	<p>Class assemblies which give children an opportunity to perform in front of their Key stage and parents</p> <p>Key stage 1 Nativity Play</p> <p>Carol Concert</p> <p>School choir</p> <p>Year 3 Country Dance festival</p> <p>Instrumental performances twice a year</p> <p>KS1 production in Term 2</p> <p>KS2 production in Term 6</p>	<p>MUGA used at break times and for outdoor PE lessons</p> <p>Raised beds</p> <p>Tangle tree climbing frame</p> <p>Outside classroom</p> <p>Countryside skills area</p> <p>castle (KS1)</p>	<p>Behaviour policy used consistently across the school</p> <p>Positive praise and behaviour strategies used by all adults</p> <p>Good behaviour modelled by all adults</p> <p>Golden rules</p> <p>Individual star of the week</p> <p>Value certificates presented in whole school weekly assemblies</p> <p>House points-house challenges and rewards</p>	<p>Guided reading sessions</p> <p>All children have a reading book at their level to take home daily</p> <p>Very clearly labelled and well organised library with a wide variety of fiction and non-fiction books</p> <p>All children have access to library weekly and can choose book of their choice</p> <p>Each class has a selection of books to choose from</p>	<p>Instructions repeated and rephrased as necessary</p> <p>Simplified language used</p> <p>Thinking time given to allow children to formulate response (10 second rule)</p> <p>Use of talk partners to allow rehearsal of ideas</p> <p>Mixed ability discussion groups</p> <p>Multi-sensory approach to learning</p> <p>Visual used alongside text to ensure all children have access to key vocabulary</p> <p>All children encouraged to contribute in whole class teaching sessions through differentiated targeted questioning</p>