

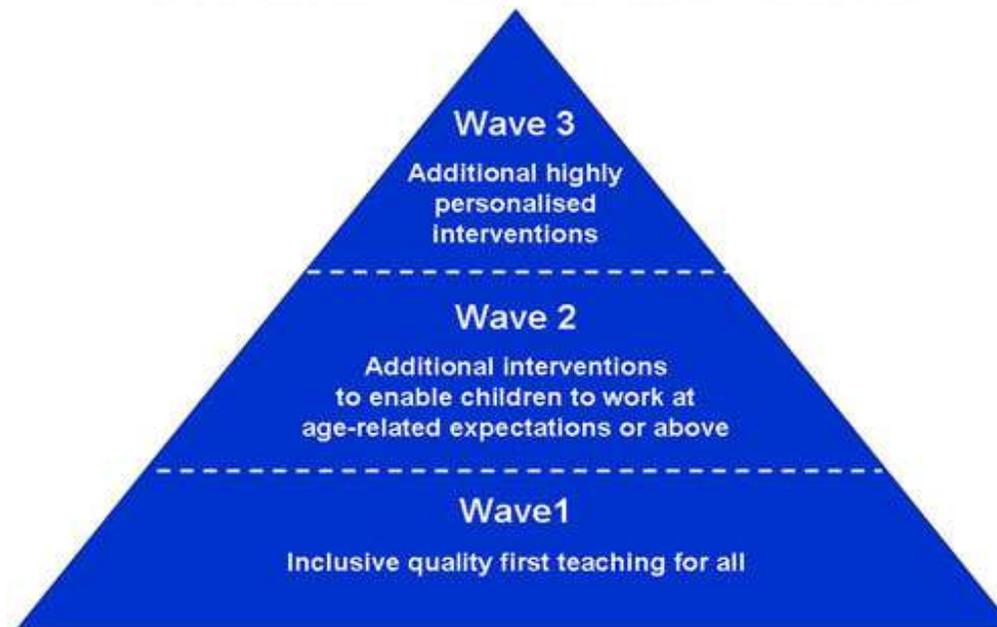
## Whole School provision at St John's Primary School

This document outlines the provision that we provide for the children at St John's Primary School.

It explains what we provide through the curriculum, resources and environment to all our pupils and those pupils with additional needs.

Provision for effective teaching can be described in terms of 3 'waves' of intervention.

### Waves of Intervention Model



#### WAVE 1

**Wave 1** is also known as 'inclusive quality first teaching.' (QFT)

**Wave 1** refers to what is on offer for all the children: the effective inclusion of all pupils in high quality everyday personalised teaching. The learning environment is a nurturing environment which offers opportunities for learning through play in the early years. Teaching is based on clear objectives that are shared with the children and returned to at some point during the lesson : carefully explained new vocabulary: use of lively interactive teaching styles that make maximum use of visual, auditory/verbal and kinaesthetic learning.

**The key characteristics of QFT can be summarised 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 explanation
- 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.

**WAVE 1**

### The School and Classroom Environment

- A fully accessible building
- Pupils have access to cushions, writing slopes, pencil grips where necessary
- Each classroom is organised to enable independence
- Visual timetables are prominently displayed in every classroom
- Learning walls in every classroom showing how to succeed
- Children's work is displayed throughout the school.
- School rules are displayed both in the classrooms and throughout the school

### Resources available for all pupils:

- Access to drinking water, tissues, spare clothing and footwear;
- Maths equipment to support learning, such as 100 squares, number lines, cubes, numicon, Visual prompts and many more resources.
- Literacy resources such as writing prompts, sound cards, rainbow alphabets, word banks, dictionaries, visual prompts whiteboards and pens
- Access to high quality classroom resources linked to class topics
- Laptops to support and enhance learning

### Curriculum

- Quality first teaching offering a range of specialisms in subject areas.
- Visual and tangible aids are used in teacher's presentation such as high-lighted text, computer animations, word banks, mind mapping
- Written and spoken instructions are presented in ways to support pupil's learning such as jottings on whiteboards, copies of text to reduce copying from the board,
- Questioning is personalised for each pupil
- Pupil seating is purposeful – according to pupil need
- A broad and balanced curriculum for all pupils
- The curriculum is creative and varied
- Every child will have their needs met within the lesson
- Lessons differentiated to meet pupils needs
- A multi-sensory approach to learning is offered
- Wooded area to support environmental studies.
- Access to the outside classroom is available
- Use of professionals to enhance learning such as football coaching, music specialists, road safety - cycling proficiency.

### Ethos and Organisation

- Priority is placed on fostering good relationships
- between all staff, pupils and parent/careers
- We offer an environment based on praise and encouragement to develop independent, resourceful, creative and resilient learners
- High expectations of behaviour presentation, school uniform and school work
- Star of the Week assemblies to celebrate children's success.
- A focused approach to achieving personal targets

### Pupil Voice

- School council
- Green ambassadors
- Personalised learning targets

### Educational Visits

- All pupils have the opportunity to access all school trips
- A programme of residential and day visits
- Topic based visits offer a wide range of new experiences.
- Curriculum is enhanced by offering a wide range of visits.

### Outside Area

- There is an outside classroom area in the Nursery, Reception and Year 1 class
- There is a garden area, an environmental area and a swimming pool
- There are three playing fields, a trim trail, and resources to develop imaginative play.

### Extra -Curricular Activities

- A wide variety of after school clubs
- Breakfast Club
- Sporting activities where pupils participate in local matches against other schools.
- All Year 4 pupils have the opportunity to learn a musical instrument .

### Lunch Time

- Lunch Time Supervisors
- Meals are cooked on the premises with a vegetarian option and sometimes an halal option.
- Packed school pupils have access to seating arrangements in the school hall.
- Playground equipment is available for all pupils to use.

### ICT

- All classrooms have access to Interactive whiteboards
- Pupils have access to ICT to support learning
- Laptops are used for cross curricular learning
- Visualisers are used to support learning.

### Assessment and Feedback

Attainment and progress is assessed during every lesson and tracked half termly

Progress meetings with class teachers and the Head teacher take place half termly

Children's next steps in their learning are written in their books.

There is good communication with parents through formal and informal meetings, held termly.

Written reports are sent home once a year.

Pupils are encouraged to self-evaluate against given targets.

**Wave 2 intervention is Wave 1 plus additional time limited tailored intervention support programmes.**

Wave 2 progress is designed to increase rates of expected progress and secure learning for groups of learners that puts them back on course to meet or exceed national expectations. This usually takes place in the form of tightly structured programmes of small group support. This support is monitored half termly to ensure it is effective and that it is directly targeted to meet the learning needs of the pupils. Such support is delivered by teachers and teaching assistants who work with the children to help them achieve their learning targets. The support may take place within the classroom or outside the classroom (but in addition to) whole class lessons. The outcome of Wave 2 intervention is for learners to be back on track to meet or exceed national expectations at the end of the key stage.

**Wave3- is Wave 1 plus increasingly individualised programmes based on independent evidence of what works.**

Expectations are to accelerate and maximise progress and to minimise performance gaps. This may involve support from a specialised teacher or teaching assistant which will be delivered on a one to one basis. The aim will be for the learners to achieve very specific targets.