



Our Universal (Wave One Core) Provision at St. Peter's (What we provide for all our children)

Quality First Inclusive Teaching UNIVERSAL 2024-2025

Area	Busy Bees Class Provision
Cognition and Learning	<ul style="list-style-type: none"> • A focus on child-initiated learning opportunities and active learning. • TA support i.e. reaffirming concepts, extra support for less able and extension/challenge for more able. • Differentiation: Learning intentions, activities and resources • Appropriate assessment procedures and use of observation (e.g. narrative observations, photo evidence, annotating work samples) which informs future planning and teaching. • Assessment for Learning: verbal feedback given at the time and children given the opportunity to respond immediately. • Grouping: Mixed ability to encourage peer support and grouping by ability. • Differentiated activities for reading: Individual readers, guided reading, topic books, big books. • Teaching strategies e.g. pace, volume, tone, open questions, differentiated questioning, awareness of different learning styles. • ICT to support learning: Interactive whiteboard and Ipads.
Communication and Interaction	<ul style="list-style-type: none"> • Modified teacher language and modelling appropriate language and direct vocabulary. • Visual learning: Visual prompts and visual timetable • Kinaesthetic learning: Active participation, action songs/rhymes and signing. • Talk partners • Role play and Show and Tell
Behavioural, Emotional and Social	<ul style="list-style-type: none"> • High expectations and good adult role models e.g. manners. • Rules, routines, rewards (e.g. stickers and stars) and sanctions • Celebration assemblies i.e. great work and kindness awards • Carpet spaces, appropriate pairing and grouping • Circle time, SEAL provision, PSE books, social stories etc. • PSED cross curricular links • Quiet spaces e.g. book corner, thinking corner and quiet room. • Turn taking and sharing opportunities • Partnering e.g. line partners, PE etc. • Displays celebrating children's work/working walls • Children have roles and responsibilities e.g. 'Handy helpers' • Teaching Assistants support behaviour for learning during inputs. • ELSA and/or Learning Mentor allocated time • Specialist teachers for inclusive practice.
Sensory and Physical	<ul style="list-style-type: none"> • Space organised into areas of learning and use of outdoor space • Handwriting practice and variety of mark-making implements • Handwriting aids e.g. pencil grips • Fine motor resources e.g. jigsaws, pegboards, small construction, small world, sewing and weaving etc. • Gross motor resources e.g. PE and playground equipment, large building blocks. • Sensory resources e.g. sensory books, sensory balls, feely bags etc. • Activate to support co-ordination, fine-motor and gross-motor skills. • Sensory activities such as art and cookery.



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Area	Ladybirds Class Provision
Cognition and Learning	<ul style="list-style-type: none"> • Differentiation: Learning intentions, activities and resources e.g. some children use whiteboards to record or writing frames. • Marking and feedback: Discussing any misconceptions and next steps with the children. • Assessment procedures and assessment for Learning. • Mixed ability groups e.g. for topic work. • Ability grouping for Phonics, Maths, English and Guided Reading. • Partner work – ones, pairs, squares. • TA support i.e. reaffirming concepts, extra support for less able and extension/challenge for more able. • Pre-teaching. • Teaching strategies e.g. pace, volume, tone, open questions, differentiated questioning and awareness of different learning styles. • ICT to support learning: Interactive whiteboard and one laptop per child.
Communication and Interaction	<ul style="list-style-type: none"> • Modified teacher language and modelling appropriate language and direct vocabulary teaching. • Visual learning: Visual prompts and visual timetable. • Kinaesthetic learning: Active participation. • Role play. • Talk partners. • Show and Tell.
Behavioural, Emotional and Social	<ul style="list-style-type: none"> • High expectations and good adult role models e.g. manners. • Rules and routines e.g. 'Tidy classroom, tidy mind!' • Rewards (e.g. golden time, smiley face, 'Amazing charts') and sanctions. • Celebration assemblies i.e. great work and kindness awards. • Carpet spaces, appropriate pairing and groupings. • Circle time, SEAL provision, RSE, PSHE books, social stories etc. • PSHE cross curricular links. • Quiet spaces e.g. book corner and reflective area. • Partnering e.g. laptops, PE etc. • Displays celebrating children's work/working walls. • Children have roles and responsibilities e.g. monitors. • Teaching Assistants support behaviour for learning during inputs. • Specialist teachers for inclusive practice. • ELSA and/or Learning Mentor allocated time.
Sensory and Physical	<ul style="list-style-type: none"> • Handwriting practice. • Use of outdoor space. • Fine motor e.g. small construction, sewing and weaving. • Gross motor resources e.g. PE and playground equipment. • Activate. • Sensory activities such as art and cookery. • Specialist sports coaches.

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Area	Dragonflies Class Provision
Cognition and Learning	<ul style="list-style-type: none"> • Differentiation: Learning intentions, steps to success, activities and resources. • Marking: Discussing any misconceptions and next steps with the children. • Assessment procedures and assessment for Learning: Traffic lights- Children colour depending on how challenging the activity is. • Mixed ability groups e.g. for topic work. • Ability grouping. • Peer mentoring and thinking partners. • TA support i.e. reaffirming concepts, extra support for less able and extension/challenge for more able. • Pre-teaching. • Teaching strategies e.g. pace, volume, tone, open questions, differentiated questioning and awareness of different learning styles. • Reading buddies, daily readers and book banding. • ICT to support learning: Interactive whiteboard and one laptop per child.
Communication and Interaction	<ul style="list-style-type: none"> • Modified teacher language and modelling appropriate language and direct vocabulary teaching. • Visual learning: Visual prompts and visual timetable. • Kinaesthetic learning: Active participation, role play and signing. • Listening skills activities. • Thinking partners and peer mentoring.
Behavioural, Emotional and Social	<ul style="list-style-type: none"> • High expectations and good adult role models e.g. manners, perseverance. • Rules and routines. • Rewards (e.g. golden time) and sanctions. • Celebration assemblies' i.e. great work and kindness awards. • Carpet spaces, appropriate pairing and grouping. • Circle time, SEAL provision, RSE, PSE books, social stories, feeling cards etc. • PSE cross curricular links. • Quiet spaces e.g. book corner and reflective area. • Partnering e.g. laptops, PE etc. • Displays celebrating children's work/ working walls. • Children have roles and responsibilities e.g. monitors, specific roles, buddy system etc. • Specialist teachers for inclusive practice. • ELSA and/or Learning Mentor allocated time.
Sensory and Physical	<ul style="list-style-type: none"> • Differentiated handwriting practice. • Use of outdoor space. • Gross motor resources e.g. PE and playground equipment. • Fine motor e.g. Sewing and weaving. • Gross motor resources e.g. PE and playground equipment. • Activate. • Sensory activities such as art and cookery. • Specialist sports coaches.