

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

**Quality First Inclusive Teaching UNIVERSAL 2025-2026**



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



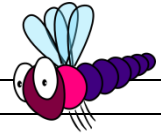
## Our Wave One Provision at St. Peter's (What we provide for all our children)

### Quality First Inclusive Teaching UNIVERSAL 2025-2026

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

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