



Provision Map for - Cognition and Learning



Quality First Teaching	Booster Catch Up	Personalised Provision
<ul style="list-style-type: none"> • Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do. • Personalised and differentiated teaching, including questioning. • Teachers draw on a variety of teaching styles and approaches (open and closed tasks, visual, auditory or kinaesthetic learning) matched to the needs of individuals. • Teachers use a range of access strategies that will help children overcome barriers to learning eg use of models and images. • Tasks are clearly explained or modelled - steps to success are clear as are outcomes. • Organisation of the classroom environment is conducive for learning eg background noise is avoided; light source is in front of the teacher. • Use of differentiated learning walls to support learning and teaching. • High quality phonics and spelling teaching • Pupils given time or support before response is required. • New or difficult vocabulary is clarified, written up, displayed and referred to. • Pupils are provided with relevant and accessible resources e.g. word banks, number lines, dictionaries, spell checkers. • Alternatives to written recording are used including Clicker 7, mind mapping, recording using Ipad, Talking Tins , adult scribe • Use of ICT as an access strategy. • Use peers to maximise opportunities for learning e.g. Talk Partners. • A range of strategies used to support identified pupils displaying dyslexic difficulties e.g. Ace dictionaries, word banks and sound mats 	<ul style="list-style-type: none"> • Guided reading/writing/ phonic/talk/ maths - increasingly personalised • In class support from additional adults where appropriate • Opportunities for pre-teaching in preparation for whole class sessions including difficult and new vocabulary • Small group phonic catch up • Word banks / letter strips • Ace dictionaries • IDL • 1st Class @ Number • Success @ Arithmetic • Write from the Start • Lego Therapy 	<ul style="list-style-type: none"> • Incorporate ILP targets into planning • Regular meetings with parents to discuss progress and set targets - extended parent consultation slots • Teacher or TA delivering interventions left by outside agency • Individualised visual time tables • Support strategies from Rossett EMS • See and Learn • Coloured paper / exercise books, overlays • Electronic spell-checkers • Use of CAN-Do tool to support identification of need and help prioritise targeting of intervention support • Toe by Toe