



Westacre Middle School

Whole School Provision Map

Wave 1 'Quality first teaching for all pupils'



Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Sensory & Physical
• Visual timetable in all classrooms • Differentiated curriculum planning and work • Differentiated delivery e.g. simplified language • Differentiated outcomes e.g. amount produced, format its produced in • Differentiated questioning • Increased use of visual aids/modelling • Dyslexia friendly classrooms • Easy to use dictionaries • Target sheets in the front of books • Word banks/word lists/word mat • Working walls in classrooms • 'Real-life contexts' to learning shared • Use of success criteria /AfL • Teaching assistants supporting in English and Maths • Focus groups with teachers and TAs	• Visual timetable in all classrooms • Opportunities for collaborative learning and talk partners • Interactive teaching strategies • A range of questioning approaches e.g. no hands, use of lolly sticks • Speaking and listening activities built into the curriculum incl. drama • Task boards and prompts • Circle time and PSHE sessions • AfL traffic lights in learning journals • Whole school and year group assemblies • Classroom labelling and displays of useful vocabulary • 'Westacre's Wonderful Words'- Promotion of new and ambitious vocabulary • Increased use of visual aids/modelling • Maths resource box toolkits	• Visual timetable in all classrooms • Graduated approach to behaviour management • Praise- 'catch them being good' • School wide Behaviour Policy • 'Real-life contexts' to learning shared • Pastoral Team • Living Values promoted • Circle time and PSHE sessions • Home/School links • Themed days/weeks (anti-bullying, e-safety, opportunities to send in positives about their child) • Adult role models • Class rules • Class e-safety charter • 6 R's merit and achievement cards • Whole school and year group assemblies • Breakfast club	• Visual timetable in all classrooms • Differentiated curriculum planning and work • Differentiated delivery e.g. simplified language • Differentiated outcomes e.g. amount produced, format its produced in • Differentiated PE lessons • Increased use of visual aids/modelling/ verbal prompts • Interactive whiteboards in each class • Practical resources available • Appropriate line markings around school • Accessible classrooms and toilets (ramps and lift available) • Y6 & 7 residential • Overlays • Different coloured paper available • Dyslexia friendly fonts used

• Targeted/levelled questioning in books • Shared target setting • Mixed ability pair work • Talk partners • Pupil and peer marking • Daily Spelling sessions • 6 R's merits and achievement cards • Numeracy resource box toolkits • Alphabet arc • Interactive whiteboard in all classrooms • iPad access (at least one per classroom) • Intervention table and laptop in every classroom • Shared learning objective • Personal partitions available • Sand timers • Learning reviews during teaching • Accelerated Reading Scheme • Alternatives methods of recording and teaching of keyboard skills.	• Teaching assistants supporting English and Maths • Year 6 & 7 residential trips • Whole School Theatre visit • Shared target setting • Seating plans and arrangements considered • Daily spelling sessions • Hand held recorders available • Visual 'bar model' and CPA approach to Maths teaching • Use of ICT to record and support learning- interactive whiteboard, ipads, intervention laptop, talking postcards. • Termly 'Speaking and Listening' weeks and ongoing focus. • Weekly debating and drama club • Personal partitions and access to quiet area/ intervention table • Word banks/ word mats • Breakfast club and board games	• Homework diaries • Attendance awards • Home/School agreements • School nurse visits • Range of extra-curricular clubs run at lunch time and after school. • Whole School Theatre visit • Personal partitions and access to quiet area/ intervention table • Sand timers • Task boards • Whole school attachment training • Whole school anxiety training • Daily wellbeing time • Class yoga sessions	• Seating plans and arrangements considered • 'Cueing' pupils' attention • Keeping background noise to a minimum • Allowing extra thinking and talking time • Repetition of contributions from other pupils • Regular checking that oral information/ instructions have been understood • AfL traffic lights in learning journals • Ensuring left and right handed pupils are not sitting next to each other with writing hands adjacent • Allowing plenty of space to work • Range of pen/pencil grips available
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