

Kader Academy

Quality First Teaching Strategies by SEND areas of need for Online Learning

Cognition and Learning	<ul style="list-style-type: none"> • Key words/vocabulary emphasised when speaking and displayed visually where possible. • Pre-teaching of subject vocabulary. • Instructions broken down into manageable chunks and given in sequence. • Pupils encouraged to explain what they have to do to check understanding. • Links to prior learning explicitly made. • Key learning points reviewed at appropriate times during and end of lesson. • Alternative ways to demonstrate understanding accepted e.g. diagrams, mind maps, use of voice recorders. • Additional time to complete tasks if necessary- use of TA breakout groups.
Communication and Interaction	<ul style="list-style-type: none"> • 'Rules' of good listening/engagement displayed, taught, modelled and regularly reinforced. • Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play. • Instructions broken down into manageable chunks and given in the order they are to be done. • Delivery of information slowed down with time given to allow processing. • Pupils are given a demonstration of what is expected / WAGOLL. • Appropriate use of visual timetables / verbal sequencing of the session/activities.
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Take time to find pupil's strengths and praise these. • Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory learning. • Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers. • Make expectations for behaviour explicit by giving clear targets, explanations and modelling. • Chunk instructions and support with visual cues. • Communicate in a calm, clear manner. • Keep instructions, routines and rules short, precise and positive.
Sensory and Physical	<ul style="list-style-type: none"> • Before you start speaking, make sure everyone has muted their microphones and that there is no background noise. • Pace your session– talk slowly and clearly and build in natural pauses. • Try not to deliver too much information too quickly, and avoid abrupt changes of pace or content. • Use clear language and avoid jargon. • Give explanations of new, unfamiliar or key vocabulary and repeat or show a written version of the word. • Make sure instructions are clear, supporting them with visual information if appropriate. • Offer 'brain breaks' or 'movement breaks' during longer sessions. • Offer multisensory exploration opportunities where possible.