



# Castle Hill Primary School Inclusion

All lessons are effectively adapted to ensure that all children can access the objective set. Quality first teaching ensures:

## Explicit instruction

- Clear and succinct language
- Checking pupils' understanding frequently
- Helping pupils to organise their thinking by 'chunking' the content and introducing new material in small steps
- Modelling how to complete a task before expecting pupils to work independently

## Cognitive and metacognitive strategies

- Supporting all pupils to recall previously learned content, before moving on to new content
- Supporting pupils to plan, monitor and evaluate their own learning
- Modelling the selection of metacognitive strategies e.g. using checklists to monitor their progress

## Scaffolding

- Providing scaffolds (visual, verbal and written) that allow all pupils to access the learning
- Use of **scaffolding in a way that reduces pupils' reliance on adult support**. Reduced scaffolding for pupils over time
- Providing scaffolds in a non-stigmatising way (for instance, providing them at the whole-class level, allowing students to opt-in to a scaffold for a particular task)

## Flexible grouping

- Grouping pupils in a way that reduces stigma, ensuring such groups are based on the relative difficulty of curriculum content, rather than being fixed and inflexible
- Promoting peer tutoring, placing my pupils in groups in which they learn from one another

## Using technology

- Utilising technology, such as a Smart Board, when modelling work for pupils
- Using technology to help students to record their learning, i.e., through speech-to-text software