

# Ensuring Maximum Progression for All: A Flowchart of Good Teaching Practice

At Featherstone Primary School, we know Quality First Teaching (QFT) to be: well-thought pedagogical choices, differentiated learning, strategies to support all pupils' learning in class, ongoing AfL and personalised learning.

Your assessment identifies that a child in your class has a recent error/misconception, a longstanding gap in their learning or will benefit from *purposeful, planned* pre-tutoring. Personalised provision must be put in place.

## Assess – Plan – Do – Review

### Stage One Purposeful, Planned Pre-tutoring:

1:3 (maximum) for 8 – 12 mins

Pupils identified as having conceptual difficulties, SEND, vocabulary/EAL needs, needing support to make connections, benefitting from emotional support (i.e. confidence), absences or more general knowledge of the child.

For pre-tutored children: after the main lesson, does the child have an error/misconception?

or

Does the child have an error/misconception?

Yes

No – Normal practice

### Stage Two Post-tutoring:

1:1 or 1:2, high intensity, 8 – 12 mins, same day (afternoon) wherever possible.

Does the child still have the error/misconception?

Yes

No – Normal practice

### Stage Three in-class Teacher Focus:

1:1 or small group work during the next lesson.

Does the child still have the error/misconception?

Yes – this recent error/misconception is now a longstanding gap in learning.

No – Normal practice

Longstanding gap in learning

### Stage Four in-class TA Support:

'Five, Ten or Twenty Day Challenge.' 1:1, high intensity, daily 8 – 12 mins, continual bursts of support lasting agreed number of days. Daily challenges to be discussed with parents at Parents' Evening.

Does the child still have the error/misconception?

Yes

No – Normal practice

### Stage Five SEND Support:

Seek SEND support from Miss Beach (SENDCo) if: the child has had three or more daily challenges (any length) in either English or Maths in one term. Consider the use of an English/Maths continuum tracker to lead to an ITP as advised. Parents informed if an ITP is written that their child is now on the SEND register.

Does the child still have the error/misconception?

Yes

No – Normal practice

### Stage Six: Specialist Support:

As advised from Miss. Beach (SENDCo), if: post-tutoring, daily challenges and ITPs have been ineffective, and if progress is not made through the bands on the continuum, specialist support *may* be sought.