



Dovers Green Infant School 2022-2023

Wave 1 Provision Map - Year 2

Wave 1 is quality first teaching whereby Teachers are aware of the needs of all the children in their class and plan and address these through their teaching. Teaching is adapted to different learning styles and work is differentiated appropriately to match the needs of the children.

Quality First Teaching	<ul style="list-style-type: none"> • Inclusive school. • A Growth Mindset culture • Environment to develop children's independence. • Consistent, high expectations of all children in terms of behaviour and learning including child friendly anti-bullying leaflet. • 'Caught Being Good' ethos. • Highly effective behaviour policy which is shared with parents. • Established system of rewards and sanctions. • High quality displays and Working Walls to support Children's Learning • EYFS and transition into year 1 - 'Learning through Play.' • Visual timetables. • Rigorous teaching of phonics. • Scaffolded learning activities • High quality questioning and modelling of appropriate language from all adults, including language from Blooms taxonomy. • Regular Circle Time sessions to promote personal, social and emotional development. • Oracy groups and Talk partners are changed regularly to ensure that children interact with different peers. • Multiple role play opportunities offered to each year group throughout the year to develop confidence and imaginative play. • Makaton used when appropriate. • Social stories and comic strip conversations. • Forest School gives us the opportunity to teach aspects of the curriculum outside and to develop for example, confidence, risk taking and communication skills. • Peer assessment. • Self-assessment. • Child-led learning. • Explicit teaching on Internet Safety. • Focus on teaching of values such as friendship, love, courage, honesty and respect and British values (democracy, individual liberty, rule of law, mutual respect of different faiths, ideas and opinions.) • Use of Clicker, sound boards and buttons to facilitate independent learning. • Daily reading in school to support children when appropriate. • Strategies to support children with ASD/Listening and attention/sensory issues flexible according to need, for example use of schedules to break tasks down, ear defenders available and workstations. • Individual writing targets to help child focus on a specific area that they are working on. • Learning objectives and targets to help children understand what they need to do in order to be successful. • Learning objectives highlighted to show ongoing progression • Child friendly marking symbols. • 10 minutes skipping 3 x weekly to promote fitness. • Reflection times to encourage Mindfulness. • Pre-teaching of key vocabulary for identified children. • Verbal Feedback
Curriculum And Resources	<ul style="list-style-type: none"> • Curriculum designed to meet all learners needs and takes account of differing learning styles. • Children's interests and prior learning taken into account when planning topics. • Children are taught the skills that they need to access learning. • Themed weeks and days, often with outside visitors coming in to support to develop skills and knowledge.

	<ul style="list-style-type: none"> • Range of ICT resources including interactive whiteboards in every classroom, laptops, iPads, LED Boards, sound buttons, cameras and recording devices. Computer programs such as Clicker used to support children across the curriculum. • Very well resourced inside and outside, including covered terraced areas offering all children access to outside learning throughout the year. • Planned drama sessions to develop speaking, listening and confidence. Regular visits from drama companies delivering workshops for the children. • Adapted equipment where necessary, such as pencil grips, writing slopes, Move 'n' Sit cushions. • Sensory room to enhance learning. • At least one outing and one local trip per year for each year group to consolidate and support learning. • We have achieved the following awards: Bike-It, Green Flag, Healthy Schools, Basic Skills, ArtsMark Gold and Eco Schools. • A range of extra-curricular activities including some run by specialist teachers such as Yoga, recorder and tennis lessons.
Whole School	<ul style="list-style-type: none"> • Eco School, School Council and Bike It Crew where all children, including those with special needs are represented. • Assemblies. We know that some children find it very difficult to cope with large groups and/or sit still and quietly for extended periods of time. We therefore have an adaptable approach and these children may only attend suitable assemblies or join in for shorter periods of time. Regular assemblies such as 'Dovers Diamonds' celebrate the children's achievements and we ensure that every child is recognised at least once during the year. All mainstream classes do an assembly for their parents, Ladybirds start these in the Spring Term, Year 2 do class assemblies in the Autumn and Spring Term and a Leavers Assembly in the Summer term. • One whole school production every year. • Identified 'Playground Friends' to support vulnerable children during playtimes. • Integration of children from the Special Needs Support Centre where appropriate. • Weekly care meetings. • Trim Trail in the school grounds. • Forest School. • Outdoor Classroom.
Liaison with Parents	<ul style="list-style-type: none"> • Comprehensive induction programme for Foundation Stage children including planned visits, parent's evening, information booklets and home visits. • Foundation Stage Evening to share the curriculum and assessment procedures. • Parent consultation evenings in the autumn and spring terms and a comprehensive written report in the summer term. • Open door policy. Including 'Friday Drop ins' when Parents can come and look at children's work in the classrooms. • 'Seesaw' App. • Menu of Home Learning activities for children in KS1. • Numbots programme to support children's learning of maths at home. • At least two curriculum evenings per year for parents. • Monthly newsletter from the headteacher • Parents encouraged to support the children in school and events such as 'Bring Your Dad or Mum to School' day to encourage involvement. • Curriculum information for parents termly. • Weekly 'Parentmail' texts and emails to keep parents updated on forthcoming events or changes. • Half-termly newsletter and topic web from Foundation Stage. • Active PTA. • Knowledge Organisers sent home each term.

Wave 2 Provision Map

Wave 2 is specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations.

Wave 2 interventions are often targeted at a group of pupils with similar needs. This includes providing differentiated work and creating an inclusive learning environment.

Provision	Year Group	Number of sessions per week	Session length (minutes)	Max Number of weeks	Group size	Teacher, TA or therapist
Early Literacy Support	1	5	20	16	6	TA
First Class @ Number	2	5	30	12	4	TA
Speech and Language Therapy	All	2	20	12	4	TA and/or therapist
Additional phonics support	All	According to need	As appropriate	38	Variable	TA
Additional maths support	All	According to need	As appropriate	38	Variable	TA
Additional handwriting/fine motor skills development support	All	According to need	As appropriate	38	Variable	TA
Additional spelling support	2	1	20	38	6	TA
In-class support	All	According to need	As appropriate	38	Variable	TA
Social skills group	All	1	30	6	4	TA
Writing support	2	2	30	38	6	Teacher
Precision teaching	All	5	10	Variable	1	TA
Pre-teaching	All	According to need	As appropriate	Weekly	Variable	Teacher or TA
Listening and attention	R	2	20	Variable	4	TA
ELSA	All	1	30	Variable	1 to 1 or small group	ELSA TA

Wave 3 Provision Map

Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

Provision	Year Group	Number of sessions per week	Session length (minutes)	Max Number of weeks	Group size	Teacher, TA or therapist
Better Reading Partnership	1 and 2	5	15	15	1	TA
Drawing and Talking	All	1	30	12	1	TA
Targeted 1 to 1 support Targets from the Individual Support Plan	All	Variable according to need	As appropriate	38	1	Teacher or TA
Speech and Language Therapy	All	2 - 5	20 - 30	12	1	Therapist or TA
Occupational Therapy	Identified children	Variable according to programmes	As appropriate	38	1	Therapist or TA
RWI 1 to 1 tutoring	2	5	15	38	1	TA
Nessy	2	5	10	38	1	TA