



Quality inclusive teaching (QIT) practice in Cambridge Early Years settings

Quality inclusive teaching ensures that all learners needs are met by using a variety of teaching strategies to ensure that all children can access the learning. This is by using high-quality resources, curriculum frameworks, the Cambridge approach in Early Years education and schemes of work. It relies on a variety of teaching strategies to be effective like active learning, differentiation and use of practical resources to support where necessary. If a child is unable to grasp a concept, you should try another approach until they progress alongside their peers. Lesson plans should show a clear progression of learning.

Ideas for quality inclusive teaching practices

- Visual timetables.
- Clear routine to gain the classes attention.
- Vocabulary (new or previously learned displayed around the classroom).
- Visuals alongside words.
- Use of actions around storytelling and writing.
- Structured routines.
- Purposeful use of adults who are given clearly defined roles in the lesson.
- Differentiated planning and activities.
- Differentiated carpet learning.
- Children targeted if requiring additional support with planned tasks.
- Adults modelling before independent learning activities.
- Photo or work walls to celebrate learning.
- Use of real-life resources.
- Writing frames or visual prompts to support writing and mark-making.
- Regular praise to reinforce good listening and re-direct those who are not.
- Use of pictures showing emotions for use by adults and children.
- Giving positions of responsibility to promote independence.
- 'Circle time' or whole class discussions to talk about feelings.
- Multi-sensory teaching techniques.
- Access to the classroom.
- Opportunities planned for talk partners.

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