Avondale Primary School

High Quality Inclusive Teaching and Art

Expectations and Values

High Quality Inclusive Teaching	Art Specific
• Promote the school's values • Make expectations for behaviour explicit through clear targets, explanations and modelling • Refer pupils regularly to classroom code of conduct and whole-class targets • Rules, routines and expectations are short, precise, positive and consistently reinforced • Take time to identify pupil strengths and praise these • 'Catch' pupils being good and emphasise positives (where appropriate) • Give pupils classroom responsibilities to raise self-esteem • Encourage pupils to take responsibility for learning • Communicate positive achievements with home and encourage home to do the same	• Art and design is an essential means of creative expression that supports self-esteem, expression and communication of ideas. • Maintain high expectations for all learners by ensuring adaptations enable access without limiting creativity or ambition. • Learners should understand there are no "right or wrong" outcomes in art; experimentation and personal interpretation are valued. • All learners should have opportunities to develop ideas, experiment, evaluate their own work and that of others. • Diversity in artists, designers, architects and cultural contexts should be embedded meaningfully across the curriculum.

Relationships and Behaviour

High Quality Inclusive Teaching	Art Specific
• Use pupil's name and ensure attention before giving instructions • Communicate in a calm, clear manner • Listen to pupils and allow them to explain behaviours • Provide breaks between tasks and planned movement opportunities • Legitimate movement (messages, collecting items, fiddle toys) • Teach pupils how to manage interruptions (e.g. post-it notes) • Use Social Stories where appropriate • Ensure groupings provide positive role models • Safe place for belongings and calming resources • Model and maintain positive behaviour strategies. • Use restorative approaches to manage conflict • Promote collaborative group work and peer learning	• Create a safe, inclusive atmosphere where learners feel confident to share ideas and take creative risks. • Build in regular discussion time so all learners can voice their thoughts. • Establish clear routines for Art lessons, including expectations around equipment use and tidying away. • Give one instruction at a time using short, clear sentences. • Prepare learners for changes to routine or lesson structure.

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• Maintain consistency in expectations across staff • Apply consistent restorative approaches and positive reinforcement.	• Use an "ask not tell" approach to support self-regulation and organisation (e.g. prompting learners to reflect on placement of materials).
Learning Environment	
High Quality Inclusive Teaching	**Art Specific**
• Classroom furniture and groupings allow pupils to see teacher and visual prompts • Quiet working area and 'quiet time' zone available • Tools and equipment easily accessible • Visual timetables and task lists provided (short- or long-term as needed) • Working walls to develop understanding of vocabulary • Correct seating for visual/hearing needs • Avoid shiny surfaces and visual clutter • Seating allows feet flat on floor and desks at correct height	• Consider room layout and seating so learners with physical needs have sufficient space to work. • Allow individual working where group work is challenging. • Check the number of resources to avoid sensory overload and introduce materials gradually. • Ensure classrooms are calm and well organised. • Provide individual workspace where needed. • Use ear defenders for learners sensitive to noise. • Ensure equipment is accessible, adapted and safely stored.
Speech, Language and Communication	
High Quality Inclusive Teaching	**Art Specific**
• Rules of good listening taught, modelled and reinforced • Pre-arranged cues for active listening (symbols, prompt cards) • Gain attention before speaking • Instructions broken into manageable chunks and given in sequence • Slow delivery with processing time • Use multi-sensory approaches to introduce vocabulary • Minimise abstract language • Use talking partners and scaffolded dialogue to encourage communication. • Systems for checking understanding • Prompt cards and narrative frameworks used • Visual feedback systems (e.g. thumbs up) • Parents informed of new vocabulary	• Art and Design vocabulary images or Widgit symbols. • Explicitly teach and repeatedly model subject-specific language (e.g. line, tone, texture, form, space). • Name equipment as it is introduced and used, supported with visuals. • Use physical actions alongside vocabulary and processes if necessary. • Provide word banks, picture banks and labelled visuals. • Use paired talk and peer support to develop understanding of techniques and vocabulary.

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• TAs used effectively to support questioning and explanations	
Pedagogy, Memory and Metacognition	
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• Use deliberate pauses for effect to maintain attention and engagement. • Pausing for effect, modelling, chunking, questioning • Multi-sensory approaches and interactive teaching • Differentiation and scaffolding for all learners • Plan transitions carefully to maintain focus and flow. • Alternating tone of voice • Pausing for effect • Modelling and scaffolding tasks • Chunking instructions to avoid cognitive overload • Flexible classroom layouts for different learning types • Open-ended questioning • Differentiated instruction • High expectations for effort and engagement • Use spaced repetition and retrieval practice to consolidate knowledge. • Explicit memory strategies and visual prompts • Explicit links made to prior learning • Reflection and mini-plenaries to consolidate learning • Pupils encouraged to explain what they need to do • Teach and model memory techniques • Small whiteboards for notes, spellings and ideas • Visual timers used to extend time on task • Chunk activities with praise for completion • Reduce copying from the board	• Use a wide range of pedagogical approaches including modelling, demonstration, imitation and experimentation. • If necessary, test practical tasks before lessons to identify where adaptations may be required. • Model processes step by step, sharing teacher thinking aloud. • Remodel during the lesson if needed. • Provide a variety of model examples but avoid overwhelming learners with too many outcomes. • Use visual resources such as videos, photos and examples of artwork. • Balance adult support with opportunities for independent learning. • Use sketchbooks to capture learning journeys, ideas, experiments and reflections. • Teach learners explicitly how to use sketchbooks (annotations, sketches, collages, mock-ups) – teachers may want to use their own sketchbook • Give learners time to look back through sketchbooks to make connections with prior learning. • Show examples from previous lessons as memory prompts. • Provide repeated opportunities to practise the same skills across lessons and contexts. • Use visual reminders and worked examples to support independent recall of processes.

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Assessment, Planning and Teaching	
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• 'Next steps' derived from what the pupil can already do • Additional time provided where necessary • Clear success criteria and structured task breakdowns • Checks for understanding built into lessons • Occasional opportunities to work with a scribe • Assessment used to inform scaffolds and adaptations	• Planning should clearly identify what learners will learn and how barriers will be addressed. • Anticipate potential difficulties relating to equipment, sensory needs, vocabulary or fine motor skills. • Break tasks into manageable steps and build incrementally. • Plan additional time for learners to complete projects and ensure pupils know this time is available. • Use videoed modelling so learners can replay steps independently.
Literacy and Maths	
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• Multi-modal instruction: visual, auditory, kinaesthetic • Adaptive planning linked to prior knowledge • Text presented clearly: uncluttered layout, bullet points, clear fonts • Diagrams and pictures used to support meaning • Coloured paper and appropriate IWB backgrounds • Support for writing organisation and publication • Minimise visual overload • Eliminate unnecessary copying • Pre-teach subject-specific vocabulary. • Targeted interventions for gaps in knowledge • Use of manipulatives, visual aids, and scaffolds	• Support learners with language difficulties through visual aids, word banks and picture cues. • Use annotations, symbols and images to support understanding rather than relying on extended writing. • Encourage oral explanations of process and intention. • Support fine motor development through regular practical activities using varied media. • Use grids, templates and viewfinders to support proportion and spatial awareness.
Scaffold, Adaptations and Supports	
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• Visual task lists, checklists and cue cards • Copies of board work provided where needed • Visual, hearing and coordination adaptations implemented	• Use word mats, visual step-by-step guides and photos.

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• Sloping desks, grips, taped paper, appropriate seating • Chunked instructions with visual reinforcement • Reduced background noise and clear sightlines • Repetition and clarification of instructions • TA support targeted and purposeful	• Provide adapted tools (e.g. easy-grip scissors, chunkier pencils, sponges, finger painting). • Use frames, masking tape or adhesives to secure work where needed. • Offer larger-scale materials initially, reducing size as control improves. • Provide specialist or adapted equipment as required. • Use subtitles on videos and enlarged knowledge organisers for visually impaired learners. • Provide small-group or pre-teach opportunities to support conceptual understanding
Motivation, Recognition and Feedback	
High Quality Inclusive Teaching	**Art Specific**
• Frequent praise linked to effort and success • Visual feedback systems to show understanding • Use of responsibilities to build confidence • Opportunities to share work with others • Praise for small steps and sustained effort • Encourage home-school reinforcement • Provide immediate, specific, and actionable feedback. • Encourage self-assessment and peer feedback. • Use praise and recognition to foster engagement and confidence.	• Celebrate individuality, creativity and personal expression. • Use sketchbooks and displays to recognise progress, not just final outcomes. • Highlight effort, experimentation and resilience when mistakes occur. • Encourage learner choice in materials, techniques and outcomes where appropriate. • Reinforce the value of collaboration and shared creative experiences. • Recognise that art can be a strength for learners who struggle in other curriculum areas.