



Key Characteristics of Quality First Teaching

QFT originates in the then Department for Children, Schools and Families' guide to personalised learning published in 2008. The key characteristics are summarised as:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

(DCSF, 2008) *Personalised learning – a practical guide* 00844-2008DOM-EN

QFT should be on offer to all students; the inclusion of all in high quality, everyday personalised learning. The approaches listed below are cited as being the best way to reduce from the start the number of learners who need support with their learning and/or behaviour. The list could help remind classroom teachers about strategies to employ in order to engage and motivate all students, including those where there is concern about progress:

Lessons should include:		Teachers should provide opportunities for :	
Freedom and flexibility		Reflecting on and talking through a process	
Consistency of expectations		Reflecting and evaluating at the end of a process	
Explaining and illustrating		Exploring and investigating	
Guided learning		Choosing tasks	
An element of humour		Working with different people within well thought out group work	
Directing and telling		Developing independence	
The chance to have fun		Working at individual pace	
Explanations of clear targets and how to reach them		Interesting and relevant extension activities when work is completed quickly	
Summarising and reminding		Making useful mistakes, and	

		learning from them in a supportive environment	
Practical work		Taking risks when working	
Study skills taught through subjects		Extended interaction and dialogue	
Treating children as intellectual equals		Challenging beliefs and perceptions	
Variety		Alternative forms of recording	
Chances to have the whole class involved		Working beyond the syllabus	
Quizzes and competitions		Questioning and being curious	
Thinking activities		Investigation and problem solving	
Drama and role play		Making connections with the real world	
Activities of varying length appropriate to task and need of class/individual learner		Demonstration (teacher and other pupils)	
Time limited tasks		Consolidating and embedding learning	
A focus on big ideas		Demonstrating their own love of learning	