



Guidance

Curriculum and
Standards

Pedagogy and Practice: Teaching and Learning in Secondary Schools

Unit 4: Lesson design for inclusion

**Senior leaders,
subject leaders
and teachers in
secondary schools**

Status: Recommended
Date of issue: 09-2004
Ref: DfES 0427-2004 G

Designing lessons

Photo redacted due to third party rights or other legal issues



How to use this study guide

This study unit offers some practical strategies that teachers use to design effectively inclusive lessons. The techniques suggested are tried and tested; they draw on both academic research and the experience of practising teachers.

By working through this guide you can build your teaching repertoire step by step, starting with strategies that are easy to implement and moving on to those that will help pupils develop their skills still further. The unit contains 'reflections', to help you reflect on an idea or on your own practice, as well as practical tips and tasks to help you consider advice or try out strategies in your classroom. There are case studies to exemplify particular points, a summary of the research and some suggestions for 'next steps' and further reading. The final page invites you to reflect on the material and to set your personal targets for the future.

You can work through this unit in a number of ways:

- Start small; choose one class to work with. Ask another teacher to help by talking through what you intend to do and to act as a mentor.
- Work with another teacher or group of teachers who teach the same class. Work together on developing your approach to working with a range of pupils. After three weeks compare notes. Discuss which strategies are the most effective and why.
- Find someone to pair up with and team-teach. Design the tasks together and divide the role of teacher in the lesson between you.
- Work with a small group of teacher-researchers within your school. Use the guide to help you focus your work as a professional learning community.
- Identify sections of the unit that are particularly relevant to you and focus on those.

There is space in this study guide for you to write notes and responses to some of the questions, but you may also find it helpful to keep a notebook handy. For some tasks, you might want to make an audio recording or video of yourself in action so you can review your work more easily. You could add this, along with any other notes and planning that you do as part of your work on this unit, to your CPD portfolio.

The evidence of work you gather in your portfolio could count as points towards accreditation of an MA, or could support your application for membership of a professional body, such as the General Teaching Council of England (GTCE). It could also be used to support an application to reach threshold or Advanced Skills Teacher status.

You will need access to [video sequence 4, Lesson design for inclusion](#)

Lesson design for inclusion

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Introduction

Successful inclusion teaching and learning

Pupils in inclusive schools/classrooms will:

- have an equal chance of access and achievement in the mainstream classroom;
- be taught in ways that take account of their varied life experiences, and needs, including their language needs;
- have their progress regularly monitored and evaluated;
- be held into the pace of learning through the setting of high expectations for all and the targeting of additional support so that they can access learning at an appropriate level;
- be supported so that any barriers to learning can be addressed and overcome.

Common issues

- The specific strengths and needs of groups of pupils may not be recognised or acted upon by schools.
- Teachers may lack the relevant information and data to be able to plan effectively for the needs of groups and individuals.
- Lesson content and structure of tasks may limit the involvement and thus achievement of some groups of pupils.

Resolving the issues

In order to resolve issues of inclusion, you need to plan and teach inclusively. This unit provides guidance and a series of supported tasks to help you to achieve this in your classroom.

Giving equal opportunity and access to pupils does *not* mean treating everyone the same: this will not act to minimise disadvantage or address underperformance. Equality of opportunity requires an understanding that some individuals and groups of pupils will need *more* support or additional provision in order to have an equal chance of access to success and achievement in the mainstream classroom.

All pupils, without exception, are able to make learning progress. However, if we are to ensure that this happens, we need to foster inclusive classrooms in inclusive schools.

1 Setting the context for inclusion

Inclusion: a statutory obligation

The National Curriculum 2000 gives statutory guidance on inclusion, requiring teachers to have due regard to three principles for planning and teaching:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning.

QtTs (who are qualifying to teach) and NQTs (newly qualified teachers) are also set standards with expectations that all beginner teachers must demonstrate their understanding of the principles of inclusion in order to gain Qualified Teacher status.

What do we mean by inclusive teaching?

Consider this useful definition of an inclusive school:

An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and the well-being of every young person matter. This shows, not only in their performance, but also in the ethos and willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way, rather, it involves taking account of pupils' varied life experiences and needs.

Extract from *Evaluating Educational Inclusion*, www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.displayfile&id=459&type=pdf.

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Reflection

What would it look like?

How would you know if a school was truly 'inclusive'? What might the indicators be that:

- there is a fair deal for all pupils;
- the school overcomes any barriers to learning for individual pupils and groups;
- the school's values are clearly reflected in day-to-day practice?

What would you expect to see in classrooms and around the school?

Knowing your pupils

The first step towards inclusive teaching is to find out about each individual. Groups of pupils who are at risk of underachieving may be those who:

- are Black boys of African Caribbean heritage;
- have identified special educational needs;
- are white working-class boys;
- are learning English as an additional language;
- are from Roma or traveller families;
- are from refugee or asylum-seeking families;
- have arrived at school after the normal point of entry for the phase;
- are girls who are in a minority in a class/group;
- are designated as gifted or talented pupils.

Although subject teachers can do a great deal to ensure the active involvement of all pupils, their impact can be limited unless it is part of a positive, active whole-school approach.

Task 1

What do you know about your pupils?

45 minutes

This task is best carried out with the support of a senior manager, the person responsible for inclusion or the SENCO.

Look again at the list of potentially underachieving pupil groups above and compare it with the population in your own school. To do this, you may need to ask a senior manager to provide you with a detailed picture of the pupil population.

Now analyse the information and note any significant pupil groups. Listed below are some factors that may be significant when you consider the data on your own school population:

[Task continues](#)

- significant differences in the number of boys and girls overall;
- the proportions of minority ethnic groups (including travellers, looked-after pupils, refugees and faith groups represented);
- the proportion of children learning English as an additional language and the provision made for them;
- the number and range of pupils identified as having special educational needs and being supported through school action, action plus or a statement;
- the gender and ethnicity of pupils who have been formally excluded.

Finally, make sure you have details about the pupils you need to include within your own particular teaching groups, which you will need in order to complete further tasks in this unit.

Asking pupils themselves what helps them learn best can provide you with real insights. Watch [video sequence 4a](#) to see what one group thinks about boys learning. Consider how you could find out what your pupils think might help them learn. [Unit 3, Lesson design for lower attainers](#) might also provide some insights.

2 Lesson design – planning for inclusion

Principles that underpin inclusive teaching and learning

Effective inclusive teaching occurs when:

- **pupils are clear what they will be learning**, what they need to do and what the criteria are to judge when the learning has been achieved;
- **links are made to learning elsewhere** in the curriculum or in intervention groups, helping pupils transfer their knowledge and understanding in different contexts;
- **lesson starters and introductory activities create links** with prior knowledge and understanding, are active and enjoyable and create success;
- **there are frequent opportunities for purposeful talk**, for learning through use of talk partners or structured small-group tasks with supportive peers;
- **pupils are encouraged to ask questions** to clarify understanding;
- **pupils have personal targets** which they own and are working towards in the lesson;
- **the teacher models the process**, explaining what they are doing, thinking and questioning aloud;
- **homework or pre-learning is referred to and used** to move pupils forward within the lesson;
- **strategies for active engagement** through a range of different styles are used at various points throughout lessons;
- **lessons conclude with plenaries** that support pupils in reflecting openly on what they've learned and how this fits with what is coming next.

It is not possible, nor necessary, to attempt to employ all of these strategies all of the time, but it is essential to know what needs to be done to accommodate the learning of all pupils within each class. This decision will depend upon the profile and needs of the class.

Now look at an example of a lesson which exemplifies some of the above principles and features in action.

Task 2

Observing an inclusive lesson

30 minutes

Watch [video sequence 4b](#) of a Year 9 science lesson that exemplifies an effective inclusive lesson.

The lesson was filmed at an inner-city girls' school in London. It shows a Year 9 middle set revising respiration. As you watch the video, consider how the teacher includes the wide range of pupils in his lesson by doing the following:

- setting clear expectations;
- actively engaging all pupils;
- using a range of teaching strategies;
- seating pupils with a 'buddy';
- pitching questions;
- grouping pupils for specific learning purposes;
- following up the learning outcomes in the plenary.

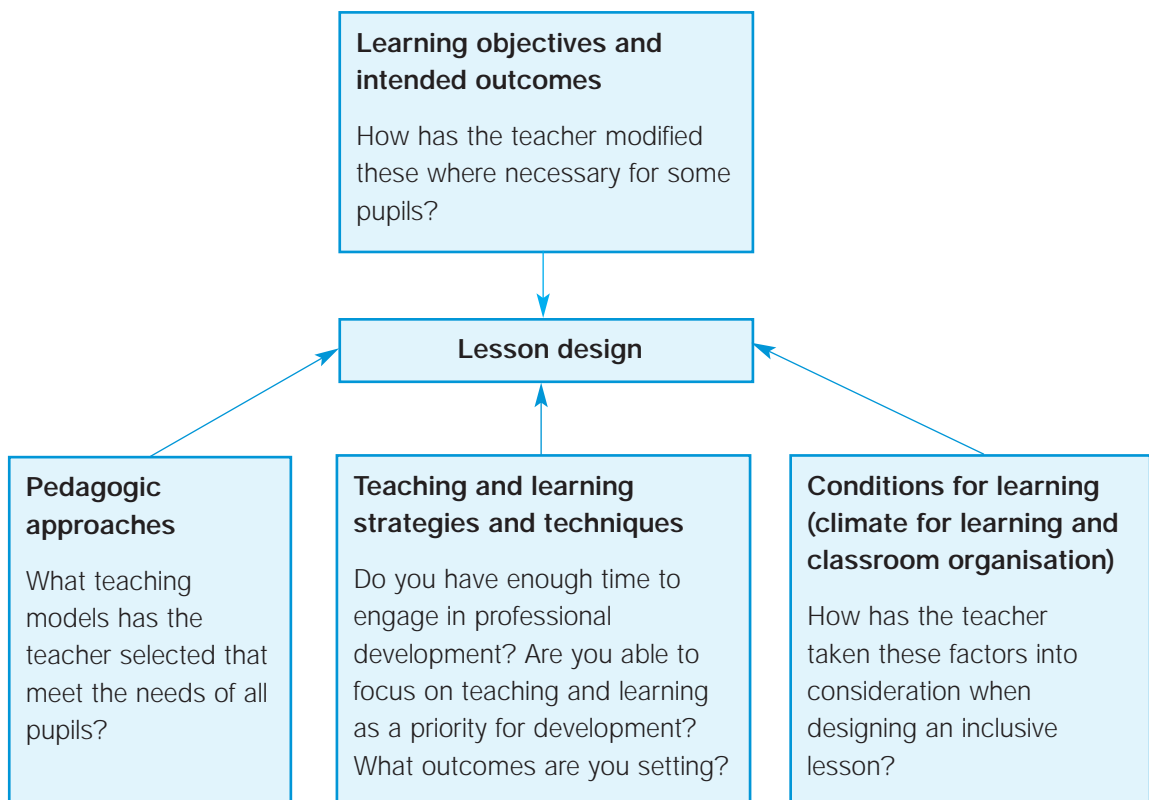
Note any specific techniques and tactics that the teacher uses that you could employ in your own teaching. These notes will be useful later in this unit as you start to plan a short series of lessons.

At this stage you may also like to watch [video sequence 20a](#) about how teachers can deal with different pupils and, in particular, how to deal with praise.

How can we plan to include all of our pupils?

Inclusive classrooms can be achieved through careful lesson design. We are now going to consider the steps involved in designing inclusive lessons. In the science lesson that you have just seen, the teacher designed the lesson carefully, considering a number of important factors. These are shown in the model on the next page.

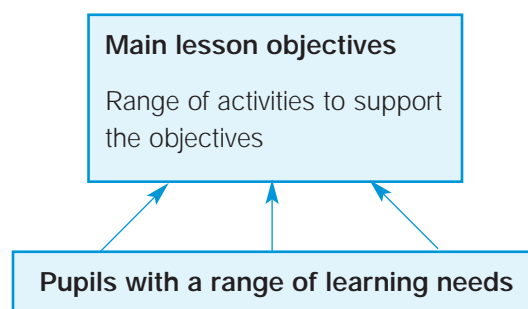
Factors affecting lesson design



Holding pupils into the pace of learning

Care must be taken to ensure that groups of pupils are not simply following a parallel curriculum or being rendered dependent by a lack of opportunity or ineffective support. The principles of inclusion within the Strategy are integral to lesson design. This enables all pupils to be held within the pace of learning through the setting of high expectations for all and by targeting additional support so that all pupils are able to access the main body of the lesson at an appropriate level.

This can be represented diagrammatically as follows:



Consider these specific examples of how this can be done:

Before the lesson

- **Set up some pre-teaching**

This ensures that, where appropriate, pupils have the opportunity to receive extra teaching *before* their peers, so that they can seek clarification or practise key skills.

You can:

- set a specific homework task for a group of pupils that provides them with work to do that will be covered in whole-class teaching in the next lesson;
- deploy a teaching assistant to work with a group to pre-teach a concept, support their reading of a text, or discuss key information in the lesson before it is taught with the whole class.

During the lesson

- **Target the support of other adults**

Develop a short-term plan that shows what additional adults are required to do and which pupils they should focus on. This can significantly enhance the quality of support that pupils receive.

You can include:

- key information to be secured;
- specific language support to be offered – key vocabulary, phrases or sentence structures;
- guidance on which groups to support at specific stages of the lesson.

- **Set clear expectations and learning outcomes for individual pupils or groups**

This supports the learning of all pupils, but some pupils and groups will benefit from regular and explicit reinforcement so that they can see where they are making progress and experience a sense of achievement in small steps.

You can:

- refer explicitly to learning objectives at key moments in the lesson through the use of 'mini-plenaries' so that pupils are regularly reminded of the purpose and point of what they are doing;
- ensure that learning objectives are visible in the classroom;
- ask pupils to think and talk about not just *what* they are working on but *how* they are thinking and learning.

- **Actively engage all pupils**

Use resources and materials that enable pupils to join in at their level of challenge. The aim is to ensure that pupils can achieve the lesson objective rather than provide work that keeps them busy but is unchallenging.

You can:

- provide modified tasks;
- provide additional support ('scaffolding') so that pupils can complete tasks, for example writing and speaking frames; vocabulary or phrase and sentence starters; wall posters that remind pupils of the steps they can take if they are 'stuck'.
- **Use specific teaching strategies and techniques**

Select a range of teaching strategies to meet the range of learning styles and needs of pupils in your class ([task 5](#) deals with the issue of 'learning styles' in more detail).

In lesson starters:

- seat pupils with a 'buddy' or talk partner;
- pitch questions appropriately so that every pupil is able to respond, and encourage pupils to explain their reasoning;
- vary activities so that pupils are able to work using their preferred learning styles and train pupils in the ground rules of each learning style so that they are able to extend their repertoire.

In the main development of the lesson:

- plan where and how you will group and seat pupils for specific learning purposes;
- plan opportunities to teach pupils in guided groups where you will be more able to offer specific support and teaching at the individual level of need.

In the plenary:

- follow up on the learning outcomes you established at the start for individual pupils as well as for groups.

After the lesson:

- provide opportunities for over-learning. Set up opportunities for some pupils to repeat and secure the learning that they received in a lesson; this can be done through homework and/or extra classes.

Task 3**Choosing a class and your focus group****30 minutes**

Now, select a class and a small focus group of approximately four pupils who may need additional consideration to be fully included in your lessons. This group will be your focus group for all the tasks and activities in the rest of this unit. Use photocopies of the form in [appendix 1](#) to list the focus group and their particular learning needs. Later in this unit, you can add the strategies and techniques you will use to enhance their learning.

Next, refer back to the diagram showing the factors affecting lesson design and make some notes about what you already know about how each of the pupils responds positively to learning under the following four headings:

- learning objectives and intended outcomes;
- pedagogic approaches (teaching models);
- teaching and learning strategies and techniques;
- conditions for learning.

Groups of pupils	Strategies to consider that may help include pupils <i>Many of these approaches will be suitable for alternative groups</i>
White working-class boys	<ul style="list-style-type: none"> • Seat students in mixed pairs, allowing different strengths of boys and girls to complement each other, e.g. to develop boys' reflective skills while working in pairs asked to consider questions. • Focus on teaching and learning strategies, e.g. by developing questioning techniques to ensure a gender balance in participation; setting short, sharply focused tasks with tight deadlines; maintaining a brisk pace; using a variety of activities in lessons and adopting lively interactive activities. • Focus on literacy across the curriculum, e.g. by using writing frames to encourage more detailed record keeping, analysis and reflection by boys; developing departmental literacy action plans focused on boys; using diagnosis and corrective reading recovery programmes for those with poor literacy skills (often boys). • In English, identify texts to appeal particularly to boys. • Encourage pupils to plan and record their ideas using a variety of diagrams and charts.
Black boys of African Caribbean heritage	<ul style="list-style-type: none"> • Be clear with groups about the learning objectives of the lesson and reiterate at key points. • Have high academic and social expectations underpinned by clear setting of targets with individual pupils. • Actively involve the boys' parents in target setting and progress reviews, wherever possible. • Maintain a consistent approach to work and behaviour.

Task continues

	<ul style="list-style-type: none"> • Use resources which include positive representation of Black Caribbean individuals and groups, and texts which have particular appeal.
Pupils from Roma or traveller families	<ul style="list-style-type: none"> • Use resources which pupils can relate to, e.g. in English and PSHE. use texts that raise awareness of traveller culture and lifestyle. • Pair pupils with others in the classroom who will offer peer support for curriculum access if needed. • When families have relatively predictable patterns of movement, use school-based distance learning, differentiated for individuals, to minimise the effects of discontinuity. • Choose knowledge, skills and understanding from earlier or later key stages, so that individual pupils can make progress and show what they can achieve. • Provide resources and homework that can be completed at home. • Provide pupils with clear information about what has been covered and what is planned to be covered. • Group new arrivals with 'buddies' who can support and recap previous work. • Revisit progress of pupils more frequently, and ask them how current work fits into previous work. • Use tailored homework activities designed to prepare pupils who have missed parts of a course.
Pupils who have arrived at school after the normal point of entry	<ul style="list-style-type: none"> • Assess pupils' prior attainment and curriculum coverage as soon as possible, even when records and samples of work are available. • Provide pupils with clear information about what has been covered and what is planned to be covered. • Group new arrivals with 'buddies' who can support and recap previous work. • Revisit progress of pupils frequently, and ask them how current work fits into previous work. • Set up pre-teaching so that pupils have knowledge of what is to be covered in a particular lesson. • Use tailored homework activities designed to prepare pupils who have missed parts of a course.
Pupils from refugee or asylum-seeking families	<ul style="list-style-type: none"> • Assess pupils' prior attainment and curriculum coverage as soon as possible, preferably in their first language. • Use resources which pupils can relate to, e.g. in English and PSHE use texts that raise awareness of cultural issues.

Task continues

	<ul style="list-style-type: none"> • Group new arrivals with 'buddies' from a similar background who can support and recap previous work.
Girls who are in a minority in a class or group	<ul style="list-style-type: none"> • Group girls together in smaller groups so that boys are not in a majority. • Set girls collaborative activities and involve them in discussion work. • Target questions in a class at particular pupils, so that boys aren't allowed to dominate.
Pupils designated as gifted or talented	<ul style="list-style-type: none"> • Increase the pace of learning, e.g. by expecting pupils in an English class to read the novel they are studying for themselves, or that pupils in a mathematics class will not need to repeat standard calculations. • Increase the breadth of learning, e.g. by engaging pupils in a geography lesson in exploring an issue in a range of regional contexts, rather than simply in one. • Increase the depth of learning, e.g. by considering in a science lesson how tests of effects work in different circumstances. • Devise projects and tasks which are exciting and intrinsically worthwhile. • Model more advanced ways of thinking through talking aloud while working through a problem, so that pupils can appreciate how to solve it. • Plan opportunities for pupils to work in different groups, explain their ideas and listen to others for a purpose. • Show pupils how to tackle complex tasks, using their knowledge and experience to approach a new activity. • Keep alive pupils' belief in their own capabilities.

Task 4

Designing inclusion into your lessons

45 minutes

Use your current subject scheme of work to make changes in the lesson design (short-term planning) for your focus-group pupils, over three or four lessons. Use the following checklist to help you to consider how pupils will *access and be included in the learning, rather than what pupils will do*.

Groupings

- How will you arrange the classroom?
- How will you seat and group all pupils, and in particular your focus group? For what purpose?

[Task continues](#)

Additional adults

- How will you plan to use the additional adults available?

Learning objectives

- How do you intend to share the overview of the learning, the objectives and the learning outcomes of the lessons?

Learning climate

- What will be the most effective way to teach what you intend?
- How will you maximise and build on prior knowledge?
- How will you appeal to the range of pupils' learning styles?
- What resources and displays will you utilise?

Teaching strategies and techniques

- What strategies will you use to actively engage pupils?
- How will you pace and time these strategies and activities to suit all?
- What kinds of questions will you use and how will you direct these for individual pupils?

Plenary

- How will you help pupils to reflect on what they have learned?

To explore the issue of pupils' learning styles further, refer to [unit 19 Learning styles](#).

Now read and consider the following case study which describes how an art teacher effectively included a range of pupils in her lesson.

Case study 1

Year 7 art – lesson design

Context

A mixed-ability Year 7 class is having a double lesson in art. The class includes two pupils with SEN working at P level 4 with a teaching assistant and three pupils identified as 'gifted and talented' pupils for art. The lesson is an 'investigating and making' one from a unit based on printed designs.

Groupings

Pupils are seated in groups of five. The teacher has planned for the teaching assistant to work with the pupils who have SEN in a group with three other pupils. The TA has been told in advance about the lesson objectives and expected outcomes, as well as the kinds of question that can prompt pupils' thinking.

Starter

The teacher recaps on prior learning objectives, using the drawings of halved fruit made by pupils from observation during the previous lesson. For homework, pupils have collected samples of repeat-pattern printed

[Case study continues](#)

papers and fabrics. They come forward to pin their samples to a display board, indicating where the pattern is repeated and how the fabric might be used.

Objectives:

- to make a design block from the fruit drawing, creating relief through pressing into a polystyrene tile;
- to investigate at least three different ways the block can be used to create repeat patterns in one colour on lengths of lining paper.

Development – modelling

The teacher models the process of inking and printing directly from the halved fruit and from a block she has cut prior to the lesson. She demonstrates the printing process, referring to the raised and indented parts in linking key vocabulary, and talks the class through the decisions she is making regarding the half-drop repeat she has chosen to try. She emphasises the differences between repeat patterns and random designs. She asks pupils to suggest other ways in which she could have used the block for repeat patterns. She uses a ‘no hands’ rule that allows her to direct the specific questions she has planned to individual pupils. Sometimes she asks pupils to think and to talk through responses with a partner before she takes answers. She asks pupils to think about criteria for a successful repeat pattern and writes these on a flipchart.

The teaching assistant has a similar finished block for the pupils who have SEN, to enable them to feel the relief of the raised and incised parts. She also has some prints already made with the block on paper. She asks the pupils to indicate which part of the block makes the mark on the paper. The teacher sets clear assessment focuses for the two pupils:

‘Marcus will be able to show us which part of the block is the raised area – relief – that prints. Fawsia will show us where her pattern repeats.’

Application and investigation

Pupils then begin work in groups of five. The teacher has planned to work with one table, guiding two pupils who she thinks will need greater support when applying ink, and sets an expectation that the three gifted and talented pupils try to work together at the same table:

‘Create a series of overlapping images using your drawings to impress parts of the design onto three tiles. Use three tones of the single colour to create a single image. Think about how the blocks can be used in different ways to create repeated patterns on printed paper or fabric.’

The teaching assistant will work with the two pupils who have SEN within a group. She will monitor their learning about relief printing and repeat patterns using fruit halves and blocks on which she guides them to draw, press and indent.

Plenary

In groups, pupils are asked to assess their own work against the criteria, to explain the most successful features of their pattern repeats and to

[Case study continues](#)

suggest what medium the design might lend itself to, for example wallpaper, carpet, fashion clothing, curtaining, upholstery, bed linen, etc. The teacher asks some pupils with whom she has not worked directly, for example those who have SEN, to share their assessments and to show the finished prints with the class. She helps them consider how they will use what they have learned in the next lesson when they will be considering the effect of colour in printed designs.

Reflection

How does the planning for this lesson compare with the planning you did for your subject and focus pupils in [task 4](#)? Reflect upon and note the following:

- What is similar?
- What is different?
- What could have been improved?

Keep a record of your reflections.

Now consider how the English teacher adapted a medium-term plan to meet the needs of his group in the following case study.

Case study 2

Year 8 English

Having found the medium-term plan for *Holes* by Louis Sachar on the Key Stage 3 website, the teacher read the text and decided that it would be suitable for his Year 8 group. He thought it would be particularly suitable as his group contained a number of boys who were underattaining, partly because of lack of engagement, and also some able Black African girls who had expressed a wish to discuss some issues of race that had been troubling them.

Having studied the medium-term plan, he decided that although the plan and the text would address the issue of engagement for his underattaining boys, he would need to make some minor adjustments in order to meet the declared needs of his Black African girls. As a result, he planned to amend and extend lesson 5 in the sequence to last two lessons, in order to provide the opportunity to discuss Zero's role in the text in more depth, and to explore some related issues about race. His adaptations are recorded in the italic annotations to the original lesson plan:

Stage 2: text investigations 2: lesson 5

Key question: How does Sachar develop his characters?

Note: The class needs to have read chapters 5–12 before this activity. This could be done in class, for example by the teacher or in guided reading groups, set for homework or partially narrated by the teacher, depending upon the class.

Starter

What's in a name? Pupils (and teacher) contribute nicknames of friends or family.

Class discuss how the nickname originated and developed.

The teacher relates this to the nicknames of the 'campers' and uses it as a method to introduce the key question. *This is key in relation to 'Zero' ... his name carries many connotations.*

Introduction

The teacher rereads chapter 5, focusing upon character development. He discusses how characters are developed through action/ narration/ dialogue/ description, *focusing on Zero and how the other characters treat him and, more importantly, how he reacts.*

The teacher marks examples of the methods on OHT and summarises, using quotations on a flipchart. Particular emphasis is placed upon paragraphs and sentence groupings, to reflect this new objective (which is shared with the class).

Review of key question.

Development: character investigations

Each guided ability group has a specific character or characters to investigate. They are following the key question for their character, using the flipchart to guide them. The investigations range from one chapter to the whole text so far.

The level of difficulty of the investigation will depend upon the ability of the group.

The teacher supports two specific groups of boys. (He has decided to group the underattaining boys in two single-sex groups, so that he can focus work closely with them.)

Plenary

Groups share one finding adding, if possible, whether this was revealed through narration, description, dialogue or action. *The teacher places a particular emphasis on the group working on Zero.* Any new methods are added to the flipchart outlining Sachar's methods.

The teacher summarises the findings so far and reviews the key question.

Homework

The teacher displays the following quote on an OHT:

'I'm not stupid,' Zero said, 'I know everybody thinks I am. I just don't like answering their questions.' (page 99)

Pupils were then asked to reflect upon the following questions in relation to Zero:

How does he react to the way other characters treat him?

What would you do if you were in his shoes?

As a result, what advice would you give him?

Lesson 6

Introduction.

Detailed feedback on questions considered for homework.

In-depth discussion about the answers to question 3.

Development: class debate

Class debate focusing on 'why the other characters in the text considered Zero to be stupid'.

The teacher divides the class into the same groups as those for lesson 5 and asks them to consider the question from the point of view of their character. He asks them to select evidence from the text to support their views. (*Again, he works with the two groups of boys, particularly focusing on their speaking and listening skills.*) Each group is also asked to select a spokesperson who will present their case during the debate.

After twenty minutes, the class is reconvened and three or four of the most able speakers are invited to chair the debate.

Each group is then asked to present their case, followed by an opportunity for questions/debate.

Finally, the group chairing the discussion sum up the main points of the discussion and the class, as a whole, frame an answer to the initial question.

As you will now be aware, one of the aspects of the climate for learning you will need to consider for your focus pupils is that of their preferred learning style.

In your planning, you will need to consider ways of accessing and developing the full range of learning styles for pupils so that they may:

- convert learning tasks to a method that will help them to learn more readily;
- endeavour to extend their learning repertoire over time.

Task 5

Considering learning styles

1 hour

Consider what you know about the preferred learning styles of your pupils.

Which pupils respond best to visual modes of learning, such as mapping?
(visual)

Which pupils learn best when they physically move or manipulate materials?
(kinaesthetic)

Which pupils learn best by listening? (auditory)

(To find out more about this aspect of lesson design, refer to [unit 19 Learning styles](#).)

Look at the planning that you have done for lessons with your target groups of pupils. Identify where you have designed opportunities to engage each of the different groups of learners, or add into your planning where you might have designed too narrow a range of learning opportunities to appeal to a range of preferred learning styles.

Considering learning styles

Helping pupils see 'the bigger picture'

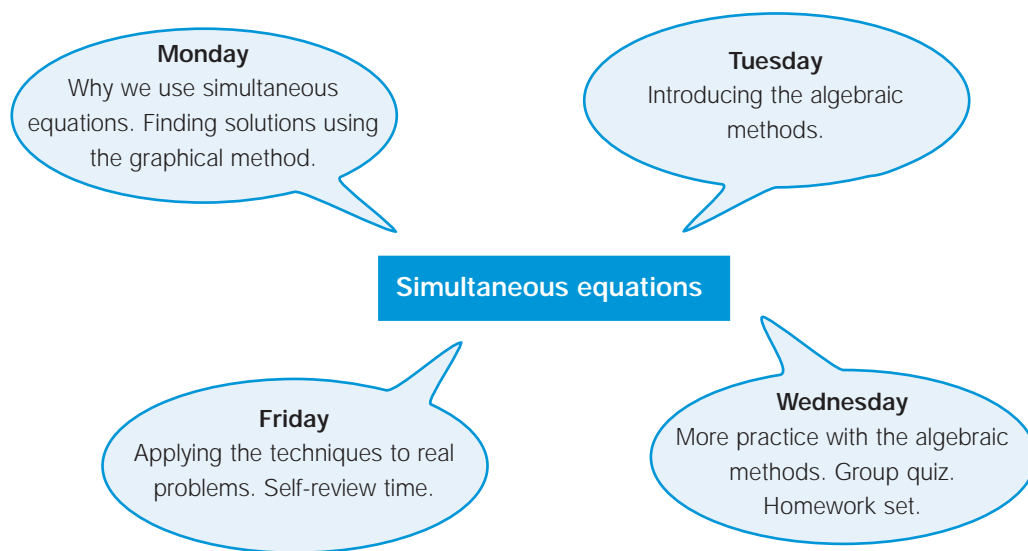
As teachers, we are acutely aware of where we are leading pupils and the intended end result of our teaching, but how often do we convey these intentions to our pupils? This understanding of the 'bigger picture' is important for all pupils, but is especially important for those who enter the school after standard admission to the key stage. It can also help to include those who are frequently absent.

It is helpful for pupils to be able to see 'the big picture' into which their current learning fits and to be able to locate their current lesson in the scheme of work. Consider the following case study.

Case study 3

Year 10 mathematics

This idea comes from a mathematics teacher in a school which is trying to support the learning and improve the attendance of some pupils whose attainment is weak as a result of poor attendance. Helen is using a visual map of the week (but it could be the term or the topic) to show pupils what they will get from attending the lessons and to hold them into the learning when they are absent from some lessons in the week. The teacher refers to the map at the beginning and end of the lesson and also appends sticky-note reminders related to attendance such as: *Sophia absent, to sit with Jake on Tuesday; Jerry and Ahmed – request extra support on Wednesday.*



This approach supports all pupils, but especially those who have regular absences or who have joined the school after the beginning of the unit. This transparent communication of planning is also extremely useful to teaching assistants and other support staff: understanding how the lesson fits into the overall scheme of work will enable them to support their pupils far more successfully.

Summary of research

Extract from *Evaluating educational inclusion: guidance for inspectors and schools* (2000) Ofsted.

Educational inclusion is more than a concern about any one group of pupils such as those pupils who have been or are likely to be excluded from school. Its scope is broad. It is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for and the achievement of different groups of pupils within a school. Throughout this guidance, whenever we use the term different groups it could apply to any or all of the following:

- girls and boys;
- minority ethnic and faith groups, Travellers, asylum seekers and refugees;
- pupils who need support to learn English as an additional language (EAL);
- pupils with special educational needs;
- gifted and talented pupils;
- children 'looked after' by the local authority;
- other children, such as sick children, young carers, those children from families under stress, pregnant school girls and teenage mothers;
- any pupils who are at risk of disaffection and exclusion.

Educationally inclusive schools

An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way. Rather it involves taking account of pupils' varied life experiences and needs.

The most effective schools do not take educational inclusion for granted. They constantly monitor and evaluate the progress each pupil makes. They identify any pupils who may be missing out, difficult to engage, or feeling in some way to be apart from what the school seeks to provide. They take practical steps – in the classroom and beyond – to meet pupils' needs effectively and they promote tolerance and understanding in a diverse society. For special schools, there is an additional dimension because their policies on inclusion must now include planning for a changing role alongside increasingly inclusive mainstream schools.

Extract from *Evaluating Educational Inclusion*, www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.displayfile&id=459&type=pdf.

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Next steps

This unit has explored an aspect of teaching and learning. You may wish to develop your ideas further, to consolidate, apply ideas in different contexts or explore an aspect in more depth and innovate.

Reflect

What have been the key learning points for you?

What has been the impact on pupils?

Here are some suggestions as to how you may develop practice further:

- ask an LEA consultant, EMA or SEN specialist to work with you and demonstrate some of the strategies outlined earlier in the unit;
- identify a class that has a wide range of pupils that could be considered to fall into the different groups identified on [page 3](#). Test out your own ideas for including them all in a specific part of the lesson, e.g. the plenary. Assess which ideas are more effective and why;
- visit the Key Stage 3 website: www.standards.dfes.gov.uk/keystage3 to look for publications and latest research on inclusive teaching (some of which are listed below);
- visit teachernet.gov.uk and search on 'inclusion' to find case study materials and further ideas.

For further reading, the following publications are recommended:

Key Stage 3 National Strategy materials:

- *Unlocking potential: raising ethnic minority attainment at Key Stage 3*. Ref: 0579/2002.
- *Targeting for success: raising the attainment of minority ethnic pupils and pupils learning English as an additional language*. Ref: 0763/2003.
- *The assessment of pupils learning English as an additional language*. Available to download only from the Key Stage 3 website: http://www.standards.dfes.gov.uk/keystage3/respub/en_assess_eal
- *Access and engagement* – a series of publications published in 2002 to provide teachers with strategies for teaching pupils learning English as an additional language.
- *Accessing the national curriculum for mathematics*. Ref: 0292/2002.
- *Big books for special schools*. Ref: 0516/2002.

SEN: training materials for the foundation subjects:

- Training materials for the foundation subjects video. Ref: DfES 0137/2003.
- Training materials for the foundation subjects folder inserts. Ref: DfES 0138/2003.

Ofsted publications:

- *Managing pupil mobility*. Ref: HMI 403.
- *Special Educational Needs in the mainstream*. Ref: HMI 551 (web only).
- *Raising the attainment of minority ethnic pupils: school and LEA responses*. Ref: HMI 170.

Other interesting reading

- Booth, T. and Ainscow, M. (2002) *The Index for Inclusion*. Centre for Studies on Inclusive Education, Lambeth Research and Statistics Unit. ISBN: 0954551907.
- Campbell, C. (ed) (2002) *Developing inclusive schooling: perspectives, policies and practices*. Institution of Education. ISBN: 0854736484.
- McKenley, J., Power, C., Ifhani, L. and Demie, F. (2003) *Raising Achievement of Black Caribbean Pupils: Good Practice in Lambeth Schools*. Lambeth Education. ISBN: 0954551907.
- Salend, Spencer J. (2000) *Creating inclusive classrooms: effective and reflective practices*. Prentice Hall. ISBN: 013019073X.

Setting future targets

Having considered your next steps, you may wish to set yourself some personal targets to support your own continuing professional development. You could use these ideas to inform your performance management discussion.

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Task 6

Setting your targets

40 minutes

When setting targets for the future you may want to discuss the possibilities with a colleague or your line manager.

Whatever you decide to do, you will need to consider the following.

- What are your objectives for the next year?
- What are the expected outcomes in terms of pupils' achievements?
- What strategies will you employ to achieve these outcomes?
- How will you track progress over the year?
- How will you know whether you have been successful or not?

Appendix 1

Lesson design for inclusion: self-reflection and proposals

To decide your next steps in making your classroom more inclusive and to raise the attainment of all pupils, you will need to:

- identify the focus group of pupils who are currently underperforming;
- know exactly who the individual pupils are, which classes and year groups they are in and how many pupils are involved;
- know what their learning needs are in your subject;
- acquaint yourself with existing systems of support available within your classes and the department;
- be aware of the whole-school Key Stage 3 intervention audit and the range of interventions provided.

Use copies of the following table to list the focus group you have chosen as part of [task 3](#) and to identify their particular learning needs and the strategies and techniques you will use to enhance their learning.

Focus group (pupil and class)

Pupil's name/class: _____

Learning needs: _____

Planning

Selecting strategies and techniques

Assessment issues

Reading

Copies of this document may be available from:

DfES Publications

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