



## Handout 1

# Inclusive teaching observation checklist

Multi-sensory approaches	Yes/no	Evidence
Are multi-sensory teaching approaches used – including visual, verbal and kinaesthetic? Has the teacher planned alternatives to written tasks, where appropriate, and made it clear that a range of responses will be welcome?		
Are visual and tangible aids used – eg real objects, puppets or props, signs/symbols, photographs, computer animations?		
Does the teacher find ways of making abstract concepts concrete – eg word problems in mathematics turned into pictures, acted out or modelled using resources?		
Communication between adults and pupils	Yes/no	Evidence
Do the teachers promote disability equality in their attitudes to difference and diversity?		
Are interactive strategies used – eg cards or small whiteboards for pupils to hold up, or asking pupils to come to the front to take a role?		
Are questions pitched to challenge pupils at all levels? Has the teacher planned some open-ended questions for pupils with communication impairments? If necessary, do pupils with communication impairments receive support, eg pre-tutoring, to help them answer open-ended questions?		

Communication between adults and pupils continued	Yes/no	Evidence
<p>Does the teacher check that pupils understand instructions – eg by asking pupils to explain them in their own words?</p> <p>Are tasks explained or modelled clearly, with checks for understanding, task cards or boards used as reminders, and the time available and expected outcomes made clear?</p>		
<p>Is new or difficult vocabulary clarified, written up, displayed and returned to?</p>		
<p>Can all the pupils see and hear the teacher and access the resources (eg background noise is avoided where possible, light source is in front of the teacher, pupils' seating is carefully planned)?</p>		
<p>Does the teacher give time or support before responses are required – eg personal thinking time, partner talk, persisting with progressively greater 'scaffolding' until the pupil can answer correctly?</p>		
<p>Does the teacher make effective use of ICT for communication – eg speech or sign-supported software, on-screen word banks, predictive word processing?</p>		
<p>Has the teacher made arrangements (eg buddying, adult support, recording) where necessary, to make sure all pupils can access written text and instructions?</p>		

<b>Managing peer relationships for learning and participation</b>	<b>Yes/no</b>	<b>Evidence</b>
Over time, does the teacher use a range of different pupil groupings, including buddying and peer tutoring, so that pupils can draw on each other's strengths and skills?		
Does the teacher work directly with underachieving groups as well as with more able groups?		
<b>Additional adult support</b>	<b>Yes/no</b>	<b>Evidence</b>
Where extra adult support is available for underachieving pupils, is it used in ways that help the pupils to be more independent, protect their self-esteem and increase their inclusion in their peer group?		
Do all adults use 'scaffolding' approaches effectively?		
Are the adults who provide the support clear about what the individual or group is to learn?		

Formative assessment	Yes/no	Evidence
Are there appropriate and differentiated learning objectives for all pupils?		
Are all pupils involved in setting their own targets and monitoring their own progress?		
Does the teacher allow time to discuss how pupils feel about their learning?		
Does the teacher use an appropriate range of media, such as mind maps, to support the assessment for learning of pupils with communication impairments?		

Motivation	Yes/no	Evidence
Is appropriate behaviour noticed, praised or rewarded?		
Is the contribution of all pupils valued? Is there a secure and supportive learning environment where pupils feel safe to express opinions and learn from their mistakes?		
Is there evidence that the teacher has planned the lesson to reflect pupils' strengths and interests?		
Are pupils given – and regularly reminded about – resources to help them to be independent – eg relevant material from a whole-class session kept on display, word lists, dictionaries of terms, glossaries?		
Are there set routines for asking for help or clarifying understanding? Are they reinforced with, for example, posters illustrating the routines, using pictures or symbols?		

Consolidating memory	Yes/no	Evidence
Do all pupils have a range of support for remembering?		
Is there evidence that pupils are helped to devise their own strategies for remembering things?		
Does the teacher explain independent learning activities and homework in good time – for example, in the middle of a lesson – so that pupils are not expected to record or memorise what they have to do in a rush?		



## Handout 2

# Inclusive teaching

This model is based on the national curriculum inclusion statement. It sets out three principles that are essential to developing a more inclusive and personalised curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs, and
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Inclusive teaching means doing the following three things.

### Getting the learning objectives right

Inclusion is not necessarily about every pupil working on the same learning objectives as everyone else in the class. It is essential that teachers are able, where necessary, to 'track back', and 'track forward' through objectives such as those in the national curriculum subject frameworks, to identify the appropriate objectives (linked to the topic the rest of the class are working on) for pupils who are out of step with their peers.

Teachers can then plan how to address these objectives through differentiated questioning and demonstration during whole-class teaching. For example, in a primary shared writing session, a question for the rest of the class might be to define a paragraph, while a pupil working on earlier learning objectives might be asked to define a sentence. The teacher could also plan independent individual and group work, matched to appropriate learning objectives. For example, some groups might work collaboratively to identify the main ideas in a number of cut-out paragraphs and put them in order, while another pupil or group might reorder words in a cut-up sentence.

When teaching groups directly, the teacher should focus on pupils who are working on similar learning objectives to provide short periods of focused input.

### Drawing on a variety of teaching styles and approaches matched to the needs of individual pupils or groups of pupils

Inclusive teachers plan a variety of teaching approaches (eg open and closed tasks, short and long tasks, visual, auditory or kinaesthetic learning) to take account of the different ways pupils learn. For example:

- pupils with learning difficulties or those on the autistic spectrum might need relatively closed tasks – where the task is structured for them and they do not have to invent their own ways of going about it
- some pupils might need tasks that are more open-ended or may need more time, and
- pupils whose behaviour presents challenges may benefit from being absolutely clear about what is expected of them, as well as opportunities for active and interactive learning and ICT to motivate and engage them.

### **Building in strategies to overcome real or perceived barriers to learning**

Teachers need to be aware that some pupils with SEN and/or disabilities can work on the same learning objectives as others in the class, as long as the teacher plans appropriate approaches to overcome any barriers between the pupil and the learning. For example:

- suggesting that a pupil who has difficulty in putting thoughts down on paper uses concept mapping to get their ideas down quickly in a visual format
- in a mathematics lesson on problem solving which requires fluent knowledge of number facts, overcoming a dyslexic pupil's difficulties by allowing her to use a calculator, and
- using software that draws shapes and graphs to enable a pupil with motor coordination difficulties to draw shapes or graphs accurately.

Inclusive teaching goes beyond planning additional support from a teaching assistant for some pupils, and avoids the assumption that some pupils can only learn when they have a teaching assistant sitting with them. It involves aiming, wherever possible, for all pupils to achieve the same learning objectives, using different teaching styles and modifications/adjustments, rather than automatically assuming that learning outcomes will be different for some pupils or groups of pupils.





## Handout 3

# Choosing appropriate learning objectives

The first question to ask when planning for pupils with SEN and/or disabilities is whether the pupil or group of pupils can work on the same learning objectives as the rest of the class – with appropriate approaches and teaching styles for the individuals or groups. Getting this right will depend on accurate assessment of what each pupil knows, understands and can do.

Some pupils may need to work on different learning objectives because they have learning difficulties and are working at earlier national curriculum levels than others in the class. Some may need to work on different learning objectives because they have gaps in their learning, for example as a result of a long-term medical condition.

But many pupils with SEN and/or disabilities can work on the same learning objectives as the rest of the class. For some pupils with communication and interaction needs, pupils with sensory or physical impairments, many dyslexic pupils and pupils with behavioural, emotional and social needs, it is highly likely that what they need is adaptations to teaching styles and other modifications, rather than different learning objectives.

If a pupil cannot work on the same objectives as the rest of the class, the teacher might want to choose learning objectives that are linked to the topic that the whole class is working on, but from earlier in a learning progression. In the core subjects, it will be possible to track back through the objectives in the relevant national frameworks to find earlier learning objectives. In other subjects, you can find guidance on this in the relevant programmes of study.

Planning will also need to be informed by knowledge of individual priorities for pupils with SEN and/or disabilities.

Pupils may have other priority needs that are central to their learning, eg concentrating on communication or problem-solving skills, working with others or managing their own emotions. These needs may be detailed in target-setting of various kinds, including the pupil's individual education plan (IEP), a group education plan or their statement of SEN.

These targets can often be met within whole-class learning – for example, physiotherapy objectives might be met in PE lessons, communication objectives in literacy lessons, or problem-solving objectives in mathematics, history or geography. A pupil with severe learning difficulties can, for example, learn about taking turns in the context of collaborative group work in a humanities or science lesson. However, in this case, what the teacher wants the pupil to learn is distinct and different from the learning objectives for the class, although the activities designed for the class as a whole can encompass the pupil's individual priority need.

Some pupils may have additional therapeutic or other needs that cannot easily be met through class activities. These pupils might need to be withdrawn from the class for specific work on their targets. For example, they might spend time away from the class for a limited number of sessions to take part in group work to develop their social, emotional and behavioural skills, for a one-to-one literacy intervention programme, or in a daily group programme devised by a speech and language therapist and carried out by a teaching assistant. Alternative activities like this are legitimate as long as, over time, all pupils receive a broad and balanced curriculum.

When pupils are withdrawn for particular programmes, it is the class or subject teacher's responsibility to know what they are learning and how they are progressing, so that they can make appropriate links with class work whenever possible.



## Handout 4

# Examples of planning

These examples are adapted from Jean Gross, 2007, *Beating Bureaucracy in SEN*, Routledge.

### Year 4 science lesson

The teacher of a year 4 class that included one pupil with profound and multiple learning difficulties (PMLD) was planning science work on temperature – which involved using an electronic thermometer/probe. Pupils had to predict, then measure, the temperature of various liquids. Clearly the science learning objectives were not relevant to the needs of Shamina, the pupil with profound and multiple learning difficulties, whose learning was at a very early developmental level.

The teacher asked the advice of a teacher from a local special school and discussed with her how he might adapt his planning. The specialist assessed Shamina using the P scales and suggested that a linked but earlier objective for her would be to begin to link the words 'hot' and 'cold' with the relevant sensory experiences. Appropriate teaching approaches for a pupil working at this level would need to be based on concrete materials that provide a strong sensory stimulus.

The class teacher suggested that they use two hot water bottles, one filled with hot and one with icy water. A teaching assistant would work with Shamina and three other pupils, encouraging them first to let Shamina feel each hot water bottle and hear the words for each of them. Then they would try to get her to anticipate (an early cognitive forerunner of prediction) by saying, "Ready, it's going to be cold", or "Ready, it's going to be hot". More able pupils would then predict the temperature in each bottle and measure it with a probe.

The teachers used the science P scales below when discussing Shamina's attainment.

### The science P scales

#### P1(i)

Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, startling at sudden noises or movements. Any participation is fully prompted.

#### P1(ii)

Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, for example, looking towards flashes of light or turning towards loud sounds. They may give intermittent reactions, for example, sometimes withdrawing their hands from changes in temperature.

#### P2(i)

Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, discarding objects with unfamiliar textures. They begin to show interest in people, events and objects, for example, leaning forward to follow the scent of a crushed herb. They accept and engage in coactive exploration, for example, feeling materials in hand-over-hand partnerships with a member of staff.

### **P2(ii)**

Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, showing a consistent dislike for certain flavours or textures. They recognise familiar people, events and objects, for example, moving towards particular features of familiar environments. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, rejecting food items after recent experience of bitter flavours. They cooperate with shared exploration and supported participation, for example, examining materials handed to them.

### **P3(i)**

Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, reaching out towards a sound-making object. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, pressing hard objects into soft textures. They observe the results of their own actions with interest, for example, scrunching up paper and examining the product. They remember learned responses over more extended periods, for example, reaching out to touch a live animal with caution and sensitivity.

### **P3(ii)**

Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, switching on a favourite piece of equipment in the light and sound room. They can remember learned responses over increasing periods of time and may anticipate known events, for example, balls falling and bouncing on the floor. They may respond to options and choices with actions or gestures, for example, touching one substance rather than another. They actively explore objects and events for more extended periods, for example, feeling the textures of different parts of a plant. They apply potential solutions systematically to problems, for example, tipping a container in order to pour out its contents.

### **P4**

Pupils explore objects and materials provided, changing some materials by physical means and observing the outcomes, for example, when mixing flour and water. Pupils communicate their awareness of changes in light, sound or movement. They imitate actions involving main body parts, for example, clapping or stamping. They make sounds using their own bodies, for example, tapping, singing or vocalising, and imitate or copy sounds. They cause movement by a pushing or pulling action.

### **P5**

Pupils take part in activities focused on the anticipation of and enquiry into specific environments, for example, finding a hamster under straw, or a CD or video in a pile. They match objects and materials in terms of single features or properties, for example, temperature or colour. They indicate the before and after of material changes. They try out a range of equipment in familiar and relevant situations, for example, initiating the activation of a range of light sources. They respond to simple scientific questions, for example, 'Show me the flower' 'Is this wet/dry?'

### **P6**

Pupils recognise distinctive features of objects, for example, the features of living things in their environment, and know where they belong, for example, feathers on a bird, leaves on a tree. They begin to make generalisations, connections and predictions from regular experience, for example, expecting that ice cream will melt, or making wheeled objects move faster by pushing on a smooth surface or releasing them down a slope. Pupils sort materials according to a single criterion when the contrast is obvious. They closely observe the changes that occur, for example, when materials are heated, cooled or mixed. Pupils identify some appliances that use electricity. They show they know some sources of sound and light, for example, remembering their location.

### **P7**

Pupils understand the scientific use of some simple vocabulary, such as before, after, bumpy, grow, eat, move and can communicate related ideas and observations using simple phrases, for example, which food to give which animal. Pupils can demonstrate simple properties of light, sound and movement, for example, bright, noisy/quiet, fast/slow. They make simple records of their findings, for example, by putting pictures of an activity in sequence. They begin to make suggestions for planning and evaluating their work, for example, responding to the question 'Was that right or wrong?'

### **P8**

Pupils show they have observed patterns or regular changes in features of objects, living things and events, for example, chrysalis/butterfly day/night. They make some contribution to planning and evaluation and to recording their findings. They identify a range of common materials and know about some of their properties. They sort materials using simple criteria and communicate their observations of materials in terms of these properties. Pupils make their own observations of changes of light, sound or movement that result from actions, for example, using a volume control or a dimmer switch and can describe the changes when questioned directly.

## **Year 8 mathematics lesson**

In a year 8 maths scheme of work, the class was working on position (coordinates), straight line graphs and expressing simple functions in words. The class included a number of students with significant learning difficulties, who were working at early primary school levels. In one lesson, these students worked on the keywords, 'column', 'row', 'left', 'right' and 'position', using a game they played in pairs – each moving counters on a grid and answering the question, "What's your position?"

The teacher's planning included questions that she could use to involve everyone during the plenary, such as, "Can you write instructions using shorthand, for example '2R' (move two squares to the right)?"

## Secondary English lesson

Teacher:		Subject: English		Date:	
Class: 9 L	NOR: 23	Grouping: mixed ability	NC Levels: 2–7		
Unit of work: Study of key stage 3 Shakespeare text					
<b>Objectives (WALT)</b> Read and understand key scene from set text Explore characters and what motivates them			<b>Outcomes (WILF)</b> Complete reading of key scene from set text; understand what has happened and why Brief monologues (soliloquies) that give a good picture of the opinions and feelings of one character		
<b>Activities</b> <b>Starter</b> Paired recap on previous lesson's reading – key actions/characters Teacher-led questions and answers <b>Main</b> Use interactive whiteboard (IWB) to display a modern wedding and contrast the with play Display still from movie – identify main characters Individuals choose one character and write brief monologue exploring the character's thoughts and feelings in the scene Paired work – read and comment on each other's monologue Complete reading of scene with individuals taking parts, up to Leonardo's losing control <b>Plenary</b> What will be the effect of the scene on events to come? Last IWB slide – ask students to add thought bubbles for all main characters			<b>Differentiation (SEN/G&amp;T/EAL)</b> Students to work in mixed-ability pairs To challenge more able students, ask questions using 'infer', 'speculate' Give Ian, Parin, Anthony a copy of the last IWB slide (the still from the movie) with starter ideas in boxes for each character – students to choose one and complete in the box Dan to work with Robbie – Robbie scribe Students to work in regular (ability-matched) pairs		
<b>Assessment opportunities</b> Use plenary to check understanding for five target students					
<b>Homework</b> Edit your monologue in the light of others' comments / what actually happened in the scene			Ian, Parin, Anthony instead to read next two scenes in 'Comic Book Shakespeare' ( <a href="http://www.shakespearecomics.com">www.shakespearecomics.com</a> ) in preparation for next lesson		

## History scheme of work: year 9

Topic: Women at work in World War 1

Lesson 1: What jobs did women do in World War I?

<b>Main lesson objective</b>	To understand the importance of women in WWI
<b>Key words</b>	Jobs, employment, transport, factories, farms, nursing
<b>Activities for students with learning difficulties</b>	<p>Read through fact sheet on WWI</p> <p>Explain that at this time only men did manual jobs</p> <p>However, when the men went to war, women were needed to carry out the jobs previously done by men, to support the war effort – eg harvesting, caring for soldiers and working in factories</p> <p>Look at pictures and discuss the work that is going on</p> <p>Match the sentences to the pictures</p>
<b>Resources</b>	<p>Information sheet</p> <p>Worksheet 1</p> <p>Set of laminated pictures</p> <p>Set of laminated sentences</p>
<b>Plenary</b>	Ask students what job they would have volunteered for if they had been alive in 1914–1918

## History scheme of work: year 9

Lesson 2: What job would you apply for to help in the war?

<b>Main lesson objective</b>	(Class) To understand the types of jobs that supported the war effort  (Students with learning difficulties) <b>Additionally</b> , to write an application for a job using a curriculum vitae (CV)
<b>Key words</b>	Jobs, employment, transport, curriculum vitae/CV, farms, nursing, factories
<b>Activities for students with learning difficulties</b>	Discuss with the students what job they would like to have done to support the war effort  Remind them that this would be the first time women would be allowed to work in manual jobs  Read through worksheet 1  Explain that worksheet 2 gives words and sentence starters to help with their writing  Students to cut out and match words and then complete their own writing  Students will fill in CV (worksheet 3) giving information about themselves
<b>Resources</b>	Information sheet Worksheet 1 Set of laminated pictures from week 1 Digital photo of each student Worksheet 2 (cut-up words) Worksheet 3
<b>Plenary</b>	To share writing with the class



## Handout 5

# Case study of a pupil (primary)

Oona has been at the same school since she started in the nursery class. At the end of her reception year she had achieved a good level of development and was working securely within the early learning goals, assessed at scale point six or above in all scales of the Early Years Foundation Stage Profile.

At the end of year 1 her teacher assessed her at level 1b in English and level 1a in mathematics. She went on to achieve level 2c in English and level 3 in mathematics at the end of year 2.

At the end of the spring term in year 3 she was reading at level 2a and writing at level 2C. And by the end of the year, her teacher assessed her at level 3b in mathematics, level 2a in reading and level 2c in writing.

Optional tests and her teacher's assessment midway through year 4 showed that she was still at level 3b in mathematics, 2a in reading and 2b in writing. Her assessed levels had not changed when she went into year 5.

At what point do you think Oona's class teacher should have become concerned about her progress? (Use Handout 7 to help you make your decision.)

Can you make up a 'story' to explain what might have been happening for Oona in the previous term or two?

What support might she have been given to help her progress more quickly?





## Handout 6

### Case study of a student (secondary)

Jason entered secondary school in year 7 at a good level for his age. He had achieved a secure level 4 in English, and a low level 5 in mathematics and science at the end of key stage 2.

At the end of year 7 his teachers assessed him at just within level 5 in English and at level 5a in mathematics and science.

He went on to achieve level 5 in English and mathematics in tests at the end of year 8. In science, his teacher felt he was very close to achieving level 6.

In year 9 he achieved level 5 in all three subjects.

At what point do you think Jason's teachers should have become concerned about his progress? (Use Handout 7 to help you make your decision.)

Can you make up a 'story' to explain what might have been happening for Jason in the previous term or two?

What support might he have been given to help him progress more quickly?

## Handout 7

# What constitutes good progress for individual pupils?

Adapted from Guidance for LAs on Setting Statutory Education Performance Targets (DCSF, 2008).

Key stage 1	Key stage 2	Key stage 3	Key stage 4
<p>Tracking progress across years 1 and 2 should result in targets for pupils to reach level 2c, as a minimum, at the end of year 2. To have the best chance of reaching level 4 by the end of key stage 2, pupils need to reach level 2b or above by the end of year 2.</p> <p>Depending on their starting point when they enter key stage 1, pupils should have targets to make at least one level of progress during the key stage.</p> <p>For pupils with SEN, schools should set appropriately ambitious targets that closely reflect these pupils' performance.</p>	<p>Key stage 1 teacher assessments and tracking of progress in years 3, 4 and 5 should result in targets for all pupils to progress by at least two levels.</p> <p>No pupils should fail to progress by at least one level.</p> <p>A proportion of pupils who achieved level 1 will be capable of achieving level 4 or above, depending on the interventions used to accelerate their progress.</p> <p>Pupils need to reach level 3 by the end of year 4 to be on track for level 4 at the end of year 6.</p> <p>For pupils with SEN, schools should set appropriately ambitious targets that closely reflect these pupils' performance.</p>	<p>Key stage 2 teacher assessment and test results, year 7 progress tests and tracking of progress in years 7 and 8 should result in targets for an increasing majority of students to progress by two levels.</p> <p>No students should fail to progress by at least one level.</p> <p>At least 40 per cent of students who achieved level 3 at the end of key stage 2 should progress to level 5 or above in English (50 per cent in maths), depending on the interventions used to accelerate their progress.</p> <p>For students with SEN, schools should set appropriately ambitious targets that closely reflect these students' performance.</p>	<p>Key stage 3 teacher assessment and test results and tracking of progress in year 10 should result in targets to improve the proportion of students making the equivalent of two levels' progress.</p> <p>Students with an average of level 6 in the key stage 3 tests in English and maths should have a target to achieve five A*–C grades (grade B in English and maths). Students with an average of level 5 in the key stage 3 tests in English and maths should have a target to achieve five A*–C grades (grade C in English and maths).</p> <p>For students with SEN, schools should set appropriately ambitious targets that closely reflect these students' performance.</p>

Mapping attainment and progress: reading, writing and mathematics (primary)\*

Levels	W	1c	1b	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a	5c	5b	5a
Points		7	9	11	13	15	17	19	21	23	25	27	29	31	33	35
Year 1																
Year 2																
Year 3																
Year 4																
Year 5																
Year 6																

**On track for nationally expected average levels**

\* In key stages 3 and 4 expectations vary from subject to subject, so there is no similar sheet for mapping attainment and tracking progress



## Handout 8

# Research on the effect of teachers' expectations

In a famous experiment, Rosenthal and Jacobson (1968), gave information to teachers that some pupils would 'bloom' later on academically, on the basis of spurious IQ measures. They found that these pupils did indeed do better than their peers. This early research has been subject to methodological criticisms, but the findings are broadly consistent with those of later researchers.

Hargreaves (1967) found that students who were placed in top streams were expected by their teachers to work hard, to behave well and to succeed academically. Teachers held similarly generalised perceptions of students who, for whatever reason, were placed in bottom streams. They expected them to truant, misbehave and fail at school. Hargreaves concluded that students judged by teachers in some way to be 'good' are given the benefit of the doubt even when they are not, whereas the opposite effect held for students not judged as 'good'.

Taylor (1976) charted the attributes that teachers used to explain and predict how students in their classrooms would behave and perform. He found that students' academic performance was the predominant attribute used.

Good and Brophy (1977) found that when a group of teachers immediately altered their responses after being told that they were offering less praise and more criticism to students they designated as low achievers, the behaviour and performance of the low-achieving group improved rapidly.

Blatchford and his colleagues (1989) found evidence that where teachers had low expectations of students they tended to offer them a narrower range of curricular experience.

### References

Rosenthal, R and Jacobson, L, 1968, *Pygmalion in the Classroom: Teacher expectation and pupils' intellectual development*, Holt Rinehart and Winston, New York

Hargreaves, D, 1967, *Social Relations in a Secondary School*, Tinling, London

Taylor, M, 1976, *Primary School Teachers' Perceptions of their Pupils*, University of Keele

Good, T and Brophy, J, 1977, *Educational Psychology*, Holt Rinehart and Winston, New York

Blatchford, P, 1989, *Playtime in Primary School: Problems and improvements*, NFER-Nelson, Windsor



## Handout 9

# School report extracts

School reports	Your guess	Answer
Mentally slow, unsociable and adrift forever in his foolish dreams		
She must try to be less emotional in her dealings with others		
Well, goodbye X, and remember that your best friend is the waste-paper basket		
Though her written work is the product of an obviously lively imagination, it is a pity that her spelling derives from the same source		
He has glaring faults and they have certainly glared at us this term		
[His record was...] no better than that of the average intelligent lad		
He has only three speeds: slow, very slow and stop		
I cannot but believe that he is really quite intelligent, and I expect it will be brought out somehow, somewhere		
One-paced. Lacks concentration. Good attitude. Mark: B		



## Handout 10

# Planning a science lesson (primary)

<b>Subject:</b> Science	<b>Year:</b> 2	<b>Date:</b>
<b>Date/s:</b> 25/05/09	<b>Teacher (T):</b> RAH	<b>No of pupils in class:</b> 27
<b>Area of learning:</b> Y2 objective: to sort out living things into animals and plants.  Begin to understand that each group can be sorted into further groups.		<b>Support staff:</b> Teaching assistant (TA), special needs assistant (SNA)
<b>Learning objective</b> To be able to sort animals and plants into different groups.  <b>Success criteria</b> Pupils will be able to: <ul style="list-style-type: none"> <li>• use cards to sort animals and plants into different groups, and</li> <li>• explain how they divided them.</li> </ul>		<b>Activities – including differentiation</b>  <b>Introducing the new topic of plants and animals</b> T – Explain new topic – need ongoing assessment of how much pupils know.  Talk about headings: animals and plants. They are both living things but are two different groups. Why are they different? What are the differences?  TA – Record the answers.  Answers: Pupils record on whiteboards – discuss with talk partner then give information. Think of types of animals in the animal kingdom.
<b>Class activity</b> Pupils then work together and sort the pictures of animals and plants into groups.  Use two hoops on carpet – pupils sit in a circle.  T/TA – Take turns to give pupils a picture and ask them to place it in appropriate hoop.		<b>Group activity</b> To be done in mixed-ability pairs.  T – Play Pelmanism, matching plant to plant. Ask "Can you think of other ways to sort them?"  SNA – Support Nathan and Abdi.
<b>Plenary</b> Discuss with whole group: <ul style="list-style-type: none"> <li>• How did you sort the animals/plants?</li> <li>• Did anyone sort the pictures in a different way?</li> </ul> Pupils give examples of sorting.  Show pupils four pictures. Which is the odd one out? Why?		<b>Next steps</b> (eg homework, consolidation, further development)  Use information for next lesson looking at insects.



## Handout 11

# Planning a history lesson (secondary)

<b>Subject:</b> History	<b>Lesson(s):</b> Lesson 2 of 9 – Black peoples of America	
<b>Date/s:</b> 12/12/06	<b>Teacher (T):</b> SJT	<b>Class:</b> 8F
<p><b>Reference to medium-term plan objectives</b></p> <p>Knowledge: The details of the Triangular Trade are a vital 'coat hanger' – most of the details of the slave trade hang on it.</p> <p>Reminder to students: Transforming information is a very good way to learn – this activity will give you a chance to work in your preferred way.</p>		
<p><b>Lesson objectives</b></p> <ul style="list-style-type: none"> <li>• To know what was transported on each of the three voyages making up the Triangular Trade</li> <li>• To be able to explain the rationale behind the trade</li> <li>• To develop presentational skills</li> </ul> <p><b>Success criteria</b></p> <p>To present the information about the Triangular Trade in an effective way (think about our recent discussions on presentation).</p>		
<p><b>Activities (with approximate timings)</b></p> <p><b>Starter:</b> Links to last lesson. On whiteboard, a list of eight statements about the Triangular Trade. Students have to put T or F (min requirement – could use whiteboards). More able students can correct the statements (5 mins). Discuss (5 mins).</p> <p>('Slaves were paid to work on plantations in the West Indies.' – F. 'The slaves produced sugar, coffee and cotton which was taken back to Europe.' – T, etc.) Full list available.</p> <p><b>Introduction:</b> Link to last lesson's work. Issue textbook and sheet. Read the information while referring to map on page 13 (5–10 mins).</p> <p><b>Development:</b> Explain that one of the best ways to understand new information is to transform it, rather than copy it: remind them of multiple intelligences.</p> <p>Suggest ways they could present the main triangle details: cartoons or labelled sketches/a rhyme or song/a flow diagram/a model (eg paper or toy boats filled with the correct goods)/a ship's log, recording its cargoes for a voyage from Bristol in 1780/a mime/ICT – download a map, draw arrows on it, explain below/other.</p> <ul style="list-style-type: none"> <li>• Can work independently or in small groups (10 mins).</li> <li>• 5 mins to decide on style of presentation, 20 mins to work on it.</li> </ul>		
<p><b>Plenary strategies/questions</b></p> <p>Tell a partner why you chose this style and discuss one way you could alter or improve your work.</p>		

### **SEN, EAL, G&T strategies/notes**

SEN – Text materials checked by SEN dept.

G&T – Multiple intelligences task offers choice and scope for a wide range of talents and interests.

### **Links with LAC/NAC/ICT**

LAC (looked after children) – Writing frame available for those who choose a ship's log.

For those who choose ICT – quick guide to downloading maps is available from ICT dept.

### **Homework**

Complete the presentation in the light of your thoughts and discussion in the plenary.

### **Other notes**

Resources: 1: textbook map; 2: handout – the Trade Triangle.





## Handout 12

### Class profile

This class of 27 pupils is a mixed-ability group, with literacy levels ranging from one pupil with a reading and spelling age of six to a group of pupils who can read very well.

Six pupils form a lower-attaining group, working well below expectations for their age in the core subjects.

The class includes two pupils with complex special educational needs – Abdi and Nathan.

#### Abdi

Abdi has an autistic spectrum disorder. Overall, he is working at levels appropriate for his age, but he has particular difficulties with aspects of learning that relate specifically to his autism.

He has difficulty with any activity that involves attributing thoughts, beliefs or actions to others or using his imagination. Open-ended tasks are often harder for him than answering straightforward questions. His understanding is very literal. For example, if asked a question beginning, "Can you tell me...?", he will usually answer just "Yes" or "No" without elaborating. When he talks, he speaks mainly about his own special interests. He has poor coordination and often refuses to write by hand, although he responds well to using the computer for recording.

His personal targets are:

- social – reducing calling out and asking repetitive questions during whole-class teaching, and
- communication – to hold a two-way conversation with a familiar adult, asking questions as well as expressing his own opinions about a shared topic of interest.

The following general teaching approaches and modifications/adaptations in his education plan help to remove barriers to learning for Abdi:

- use alternatives to paper and pencil tasks
- structure tasks for him by providing multiple-choice formats or part-completed sheets so he can fill in the gaps, and
- use clear, unambiguous language and explain new vocabulary.

## Nathan

Nathan has a mixture of SEN, including quite severe dyslexia, poor concentration and problems with relationships with other pupils – especially in handling conflict.

His personal targets are:

- literacy – to learn to read and write words with the long 'a' sound (ay, ai, a-e)
- mathematics – number facts to 20 – to state subtraction facts corresponding to a given addition and vice versa, and
- behaviour – to take time out to calm down when he is in a conflict situation.

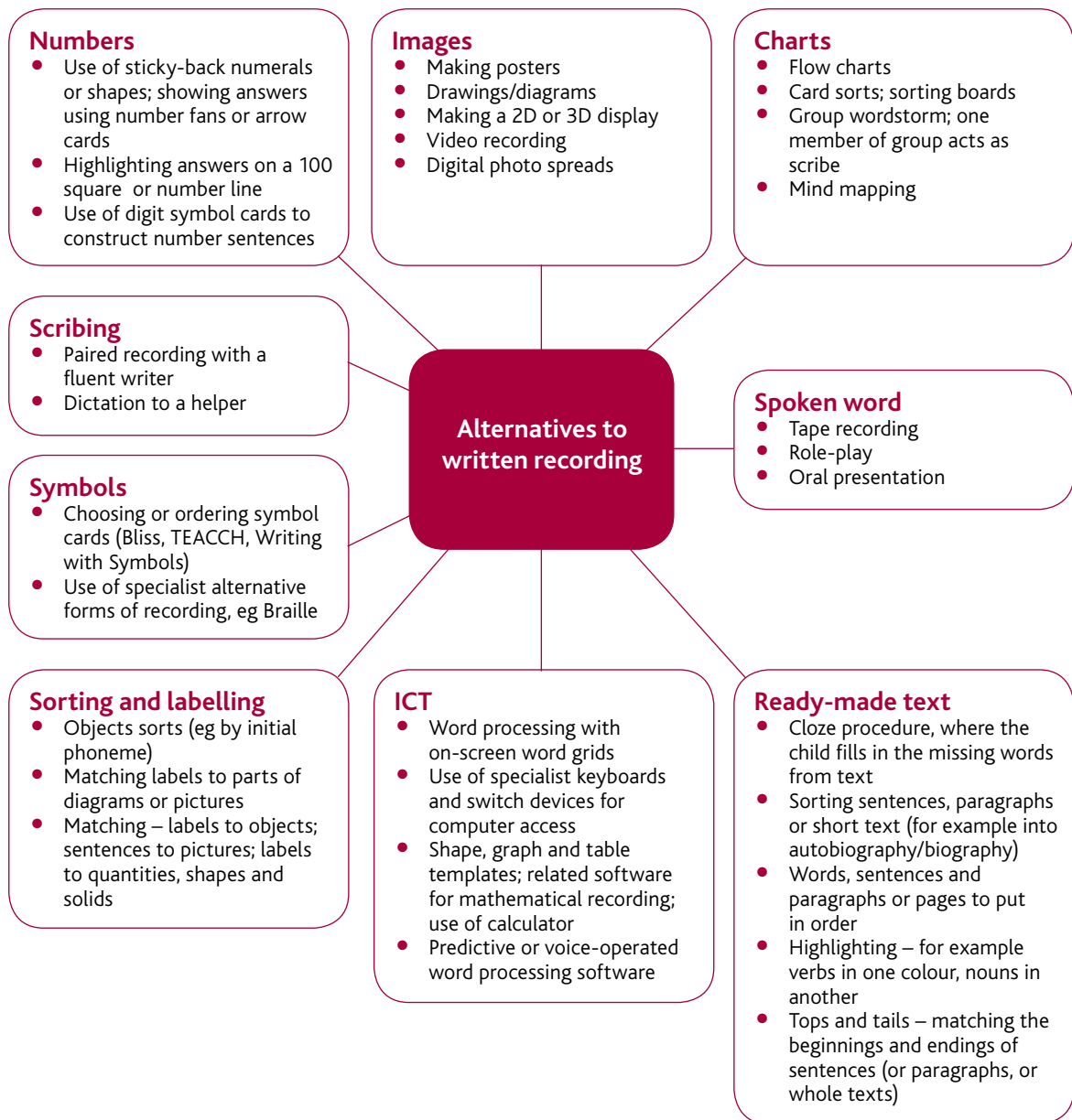
The following general teaching approaches and modifications/adaptations in his education plan help to remove barriers to learning for Nathan:

- visual methods, eg mind mapping
- interactive styles in whole-class teaching, to promote concentration
- work in a distraction-free area
- pre-tutoring on texts he will have to read
- a 'buddy' to read text to him
- paired work for writing, and
- alternatives to paper and pencil tasks.



## Handout 13

# Alternatives to written recording





## Handout 14

# Points for action

What do I want to do next to develop my practice?

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How will I do this?

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What is my timescale for this to happen?

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How will I know if I have been successful?

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Do I need to involve anyone else in enabling this to happen?

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# Handout 15

## Self-study tasks

### Every Child Matters

- Inclusion and Every Child Matters (SST 1)
- SEN and disability legislation (SST 2)
- English as an additional language and SEN (SST 3)
- Children's needs and development (SST 4)
- ICT and SEN (SST 5)

### Cognition and learning

- Moderate learning difficulties (SST 6)
- Dyslexia and specific learning difficulties (SST 7)
- Working memory (SST 8)

### Behavioural, emotional and social needs

- Behavioural, emotional and social difficulties (SST 9)

### Communication and interaction

- Speech, language and communication needs (SST 10)
- Autistic spectrum disorders (SST 11)

### Physical and sensory impairment

- Visual impairment (SST 12)
- Hearing impairment (SST 13)
- Handwriting (SST 14)
- Developmental coordination disorder/dyspraxia (SST 15)

### Working in partnership

- Working with colleagues in school (SST 16)
- Working with parents/carers and other professionals (SST 17)