

A celebration event



*SEND*MattersUK



**Locality Boards**  
Inclusion through collaboration

**High-quality teaching and SEND: what the evidence suggests.**



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Consider the greatest practice for pupils with SEND that you have in your school.

What does it look like?



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# Sainsbury's



**Do we plan our lesson for pupils who have...**

ADHD

Dyslexia

Social, Emotional and Mental Health Needs

Moderate Learning Difficulties

Autism

Speech, Language and Communication Needs

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**Or do we plan our lessons for pupils who...**

...struggle to pay attention in class

...struggle to read and write at an age-appropriate level

...feel anxious at school

...find it hard to remember the things you've taught

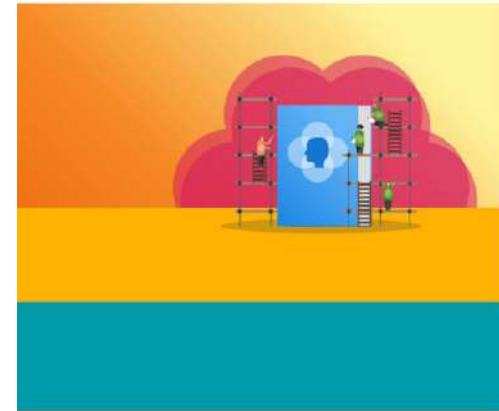
...find it hard to get along with their peers

...don't have a wide vocabulary

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The EEF  
commissioned an  
Evidence Review that  
points towards 5  
recommendations for  
mainstream schools

**SPECIAL EDUCATIONAL NEEDS  
IN MAINSTREAM SCHOOLS**  
Guidance Report



Database name	Search platform
British Education Index	Ebsco
Education Research Complete	Ebsco
ERIC	Ebsco
PyscINFO	Ovid

Cross-searching tools	
Scopus	Elsevier
Web of Science/Social Science Citation Index	Clarivate

Figure 13 Number of systematic reviews by review topic and stage of reviewing process

Stage	Inclusion	Leadership	Assessment	High quality teaching	Using targeted interventions	Use of TAs	Working with external support	Working with parents
Abstracts*	325	9	204	1273	492	23	392	147
After Screen 1	58	1	14	128	182	9	45	27
Downloaded	58	1	14	115	141	9	44	27
After full text PICOS	21	1	4	75 <sup>+</sup>	75 <sup>+</sup>	4	8	3
Data extraction	21	1	4	75	61	4	8	3
Used to answer RQ	21	1	4	38	29	3	3	3



Figure 16 Summary of the strength and relevance of the evidence in relation to the review questions, mapped to levels of context

Environment/ Context	Review topic Review question/s	Strength of evidence reviewed (details, where required)	Relevance to England's mainstream schools
	<p><b>High quality teaching for pupils with SEND</b> 1. What does high quality teaching mean for pupils with SEND? Are there particular adaptations/considerations?</p>	<p><b>High</b></p>	<p><b>High</b></p>
	<p>2. How should teachers effectively work with pupils with SEND? For example, to what extent should they ensure that learners have independence and autonomy in their learning in order to support progress?</p>	<p><b>Medium to High</b></p>	<p><b>High</b></p>

**1**

**Create a positive and  
supportive environment for  
all pupils, without exception**





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**2**

**Build an ongoing, holistic  
understanding of your pupils  
and their needs**



**A celebration  
event**

**3**

**Ensure all pupils have access  
to high quality teaching**



**A celebration  
event**

# 4

Complement high quality teaching  
with carefully selected small-group  
and one-to-one interventions



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# 5

**Work effectively with  
teaching assistants**



# EEF Recommendations

1

Create a positive and supportive environment for all pupils, without exception



2

Build an ongoing, holistic understanding of your pupils and their needs



3

Ensure all pupils have access to high quality teaching



4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



5

Work effectively with teaching assistants



# EEF Recommendations

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Create a positive and supportive environment for all pupils, without exception



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Build an ongoing, holistic understanding of your pupils and their needs



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Complement high quality teaching with carefully selected small-group and one-to-one interventions



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Work effectively with teaching assistants



# EEF Recommendations

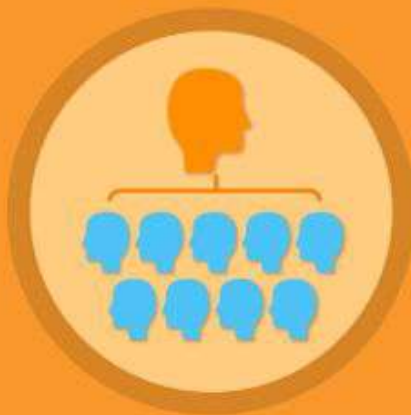


**So what stops this from happening?**



# 3

Ensure all pupils have access to high quality teaching



# School A's response to 'Boy with quiff':



Specialist assessment

Intervention

EHCP application

Referral to specialist teacher

Alternative Provision

# School B's response to 'Boy with quiff':



A teacher who understands him and allows her understanding of him to change

A teacher who supports peers to understand him

A teacher who has secure routines and provides a consistently predictable learning environment

A teacher who stays calm when things go wrong and starts every day afresh

A teacher who makes small but frequent adjustments to meet his needs

# The 'five-a-day' approach

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



# What constitutes high-quality teaching for SEND?

- To a great extent, good teaching for pupils with SEND is good teaching for all.
- It starts with what teachers already know.
- The research suggests 5 teaching strategies:
  - flexible grouping;
  - cognitive and metacognitive strategies;
  - explicit instruction;
  - using technology to support pupils with SEND; and
  - scaffolding.

# What constitutes high-quality teaching for SEND?

**Explicit instruction** – teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice.

**Cognitive and metacognitive strategies** – explicitly supporting students with the process of learning and with the process of thinking about learning.

**Scaffolding** – temporary support provided so that pupils can successfully complete tasks that they could not yet do independently.

**Flexible grouping** – allocating groups flexibly and responsively.

**Using technology** – finding ways to incorporate digital technology in how the lesson is taught and/or how students access or record their learning.

Explicit instruction is not just ‘lecturing’, ‘teaching by telling’, or ‘transmission teaching’; it usually begins with detailed teacher explanations, followed by extensive practice of routine exercises, and later moves on to independent work.<sup>32</sup> Common aspects of explicit instruction include:

## Explicit instruction

Explicit instruction refers to a range of teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice. Several reviews of the research on effective support for pupils in mathematics and reading have provided support for explicit instruction.<sup>11,31</sup> One popular approach to explicit instruction is Rosenshine’s ‘Principles of Instruction’.

- teaching skills and concepts in small steps;
- using examples and non-examples;
- using clear and unambiguous language;
- anticipating and planning for common misconceptions; and
- highlighting essential content and removing distracting information.



# Explicit instruction

## 01 DAILY REVIEW



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<b>05 GUIDE STUDENT PRACTICE</b>  Students need additional time to replicate, elaborate and summarize new material in order to store it in their long-term memory. More successful teachers built in more time for this.	<b>06 CHECK STUDENT UNDERSTANDING</b>  Less successful teachers merely ask, “Are there any questions?” No questions are asked to make no problems. False. By contrast, more successful teachers check for all students.
<b>07 OBTAIN HIGH SUCCESS RATE</b>  A success rate of around 90% has been reported by optimal, showing students are learning and also being challenged. Better teachers taught in small steps, followed by practice.	<b>08 SCAFFOLDS FOR DIFFICULT TASKS</b>  Scaffolds are temporary supports to assist learning. They can include modeling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.
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# Explicit instruction

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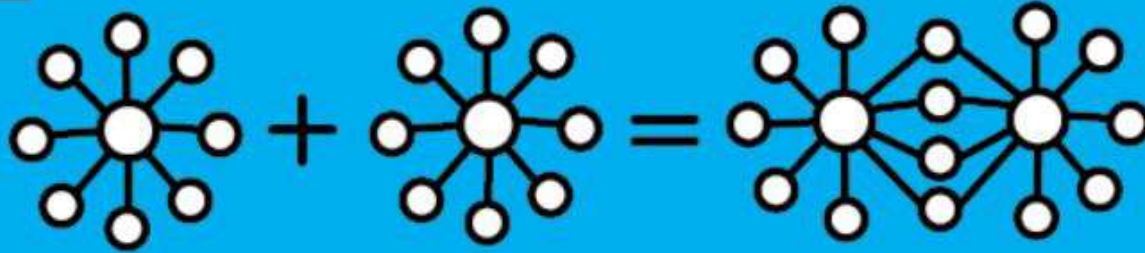


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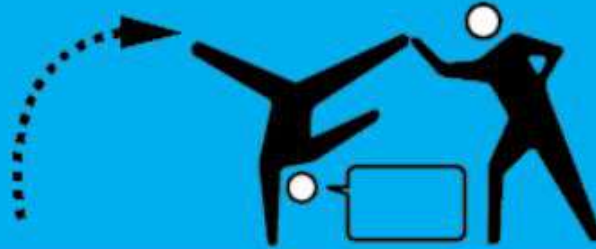
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# Explicit instruction

I do - we do - you do

## 05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

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# Explicit instruction

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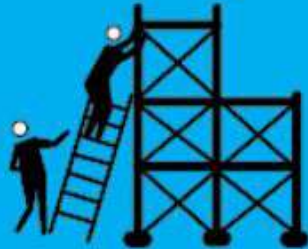
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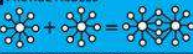








# Explicit instruction

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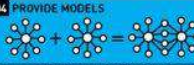






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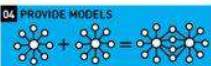






# Explicit instruction

## 10 WEEKLY & MONTHLY REVIEW













WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8

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<b>07 OBTAIN HIGH SUCCESS RATE</b>  <p>A success rate of around 90% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps, followed by practice.</p>	<b>08 SCAFFOLDS FOR DIFFICULT TASKS</b>  <p>Scaffolds are temporary supports to guide learning. They can include modeling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>
<b>09 INDEPENDENT PRACTICE</b>  <p>Independent practice precedes, not replaces — a necessary prelude for new material to be recalled automatically. This ensures no overloading of students’ working memory.</p>	<b>10 WEEKLY &amp; MONTHLY REVIEW</b>  <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p>

# Explicit instruction

<p><b>01 DAILY REVIEW</b></p>  <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p>	<p><b>02 NEW MATERIAL IN SMALL STEPS</b></p>  <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.</p>
<p><b>03 ASK QUESTIONS</b></p>  <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	<p><b>04 PROVIDE MODELS</b></p>  <p>Students need cognitive support to help them learn how to solve problems. Modeling, worked examples and teacher thinking out loud help clarify the specific steps involved.</p>
<p><b>05 GUIDE STUDENT PRACTICE</b></p>  <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.</p>	<p><b>06 CHECK STUDENT UNDERSTANDING</b></p>  <p>Less successful teachers merely ask, "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>
<p><b>07 OBTAIN HIGH SUCCESS RATE</b></p>  <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>	<p><b>08 SCAFFOLDS FOR DIFFICULT TASKS</b></p>  <p>Scaffolds are temporary supports to assist learning. They can include modeling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>
<p><b>09 INDEPENDENT PRACTICE</b></p>  <p>Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This assures no overloading of students' working memory.</p>	<p><b>10 WEEKLY &amp; MONTHLY REVIEW</b></p>  <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p>



# From Moor House School: recommendations for teaching learners with Developmental Language Disorder

## TIME

to process information and instructions



## VISUAL SUPPORT

visual templates, language rich displays and clear/simple signage

## SIGN IT

gesture, facial expressions and body language



## DO IT

multi-sensory teaching approach

## MODIFY YOUR LANGUAGE

rate of speech, one instruction at a time, keep it short



## CHUNK INFORMATION

pause, repeat, be explicit, use literal language

## WORDS

explicitly teach key vocabulary



## SMALL STEPS

break down tasks

## REPEAT IT

recap previous learning, do activities more than once



## MODEL IT

whether spoken or written model the language

# Explicit instruction

- Does this model describe your current practice?
- Does this model offer anything additional for pupils with SEND?

**01 DAILY REVIEW**  
MO TU WE TH FR  
Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

**02 NEW MATERIAL IN SMALL STEPS**  
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

**03 ASK QUESTIONS**  
The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

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Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This assures no overloading of students' working memory.

**10 WEEKLY & MONTHLY REVIEW**  
The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

# The 'five-a-day' approach

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND







# **Recommendation 3: Ensure access to high-quality teaching**

## **Cognitive Strategies**



# Cognitive strategies

You are about to see a list of the 11 countries in the world that have 4 letters in their name.

I will display this list for 10 seconds.

Without writing them down, how many can you remember?

- Chad
- Cuba
- Fiji
- Iran
- Iraq
- Laos
- Mali
- Niue
- Oman
- Peru
- Togo

# Cognitive strategies

How did you complete that task?

1. Relying on prior knowledge.

2. Using your working memory.

3. Identifying a cognitive strategy (grouping them geographically, looking for patterns)

It's clear why pupils with SEND may benefit more from an explicit process of being taught cognitive strategies.

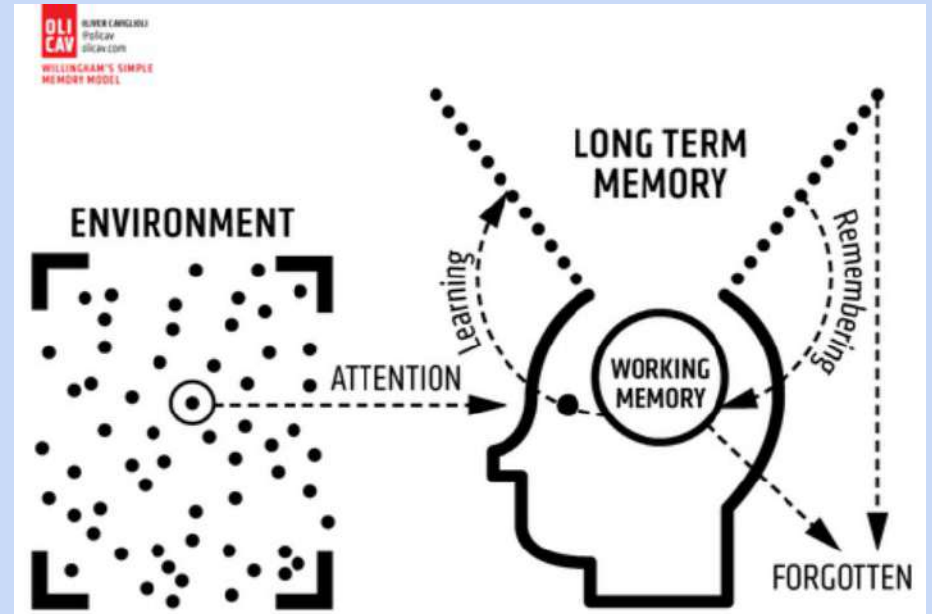
# Cognitive strategies

How do we commit things to long-term memory?

1. Understand the content securely.

**Cognitive strategies help things to remain more securely in long-term memory.**

2. Recall them frequently.



# Cognitive strategies

- Supporting pupils to think about/remember content
- Making the process of learning more explicit for pupils
- Factoring in pupils' cognitive load when planning and delivering lessons
- “You might remember this by...”

# Cognitive strategies





# Cognitive strategies - mnemonic interventions: acronyms and acrostics

*“The findings of this review strongly support the efficacy of mnemonic interventions across study methods, educational settings, student ages, and disabilities in the improvement of academic performance, typically measured by recall of word meanings or factual information.”*

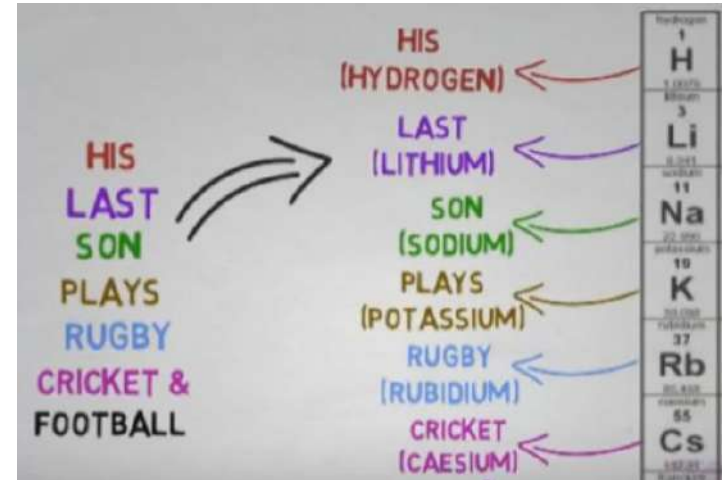
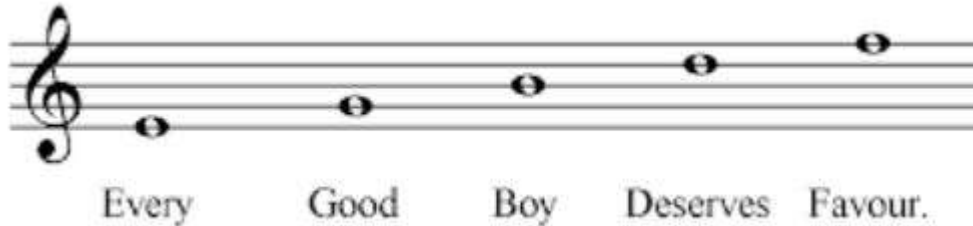
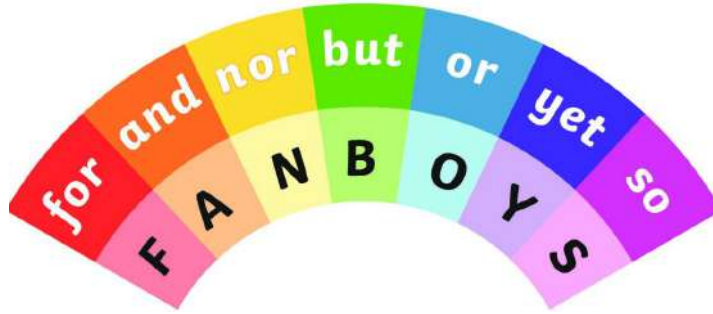
*(Wolgemuth et al, 2008)*

# Cognitive strategies - mnemonic interventions: acronyms and acrostics

# BIDMAS

$()$   $x^y$   $\div$  or  $\times$   $+$  or  $-$

Brackets Indices Divide & Multiply Add & Subtract



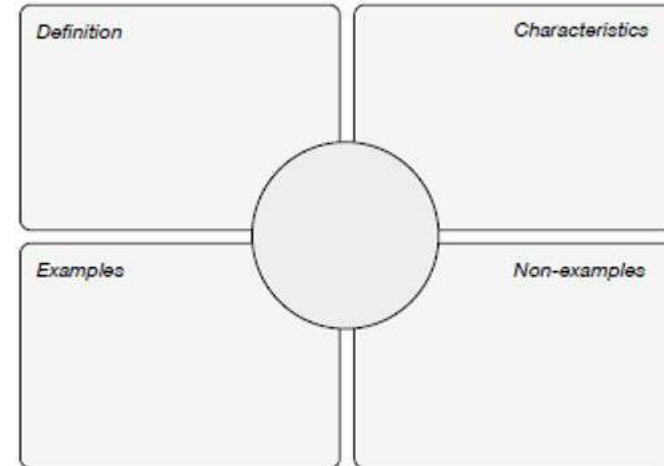
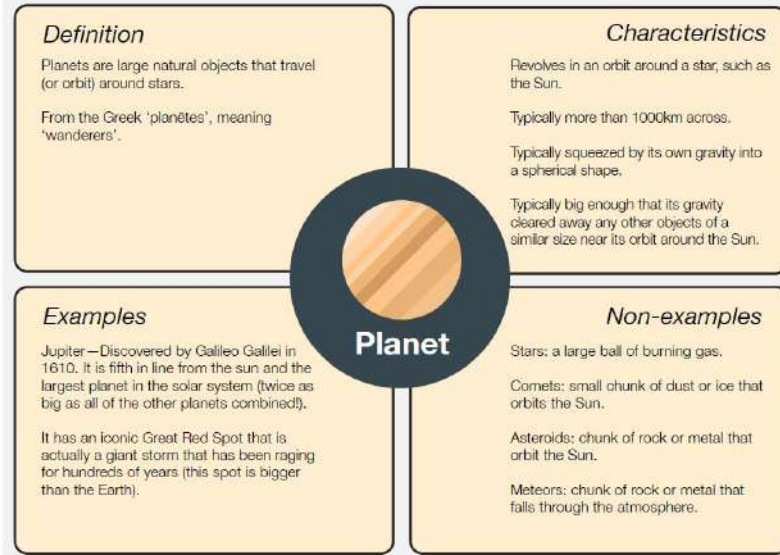
# Cognitive strategies - graphic organisers

*“Across several conditions, settings, and features, the use of graphic organizers was associated with increases in vocabulary knowledge, comprehension, and inferential knowledge.”*

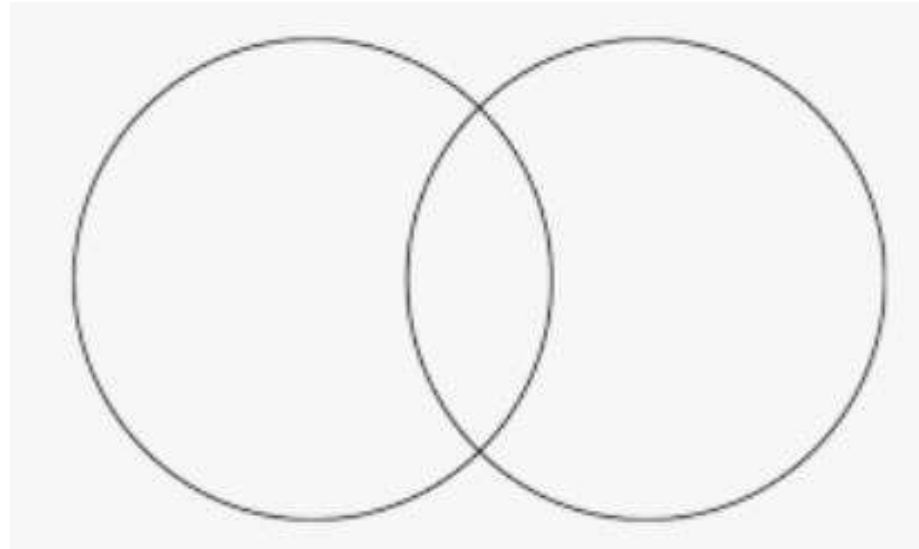
*Dexter et al, 2011*

# Cognitive strategies - graphic organisers

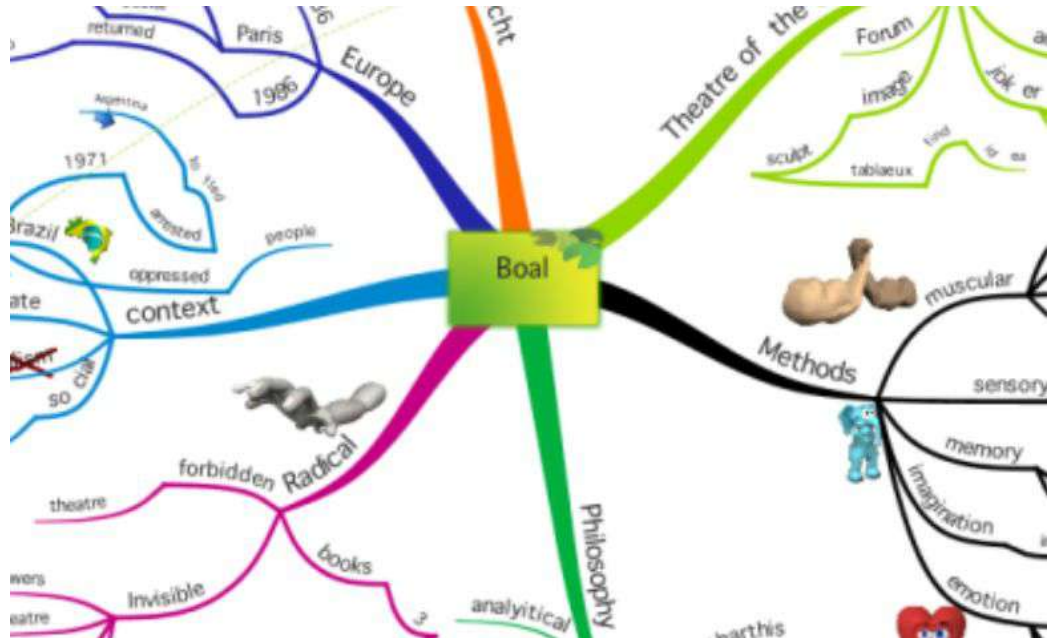
## Box 7: The Frayer model—worked example



# Cognitive strategies - graphic organisers



# Cognitive strategies - graphic organisers

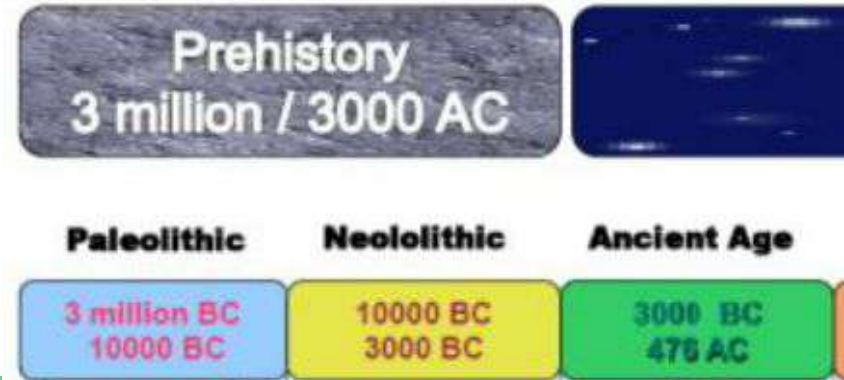




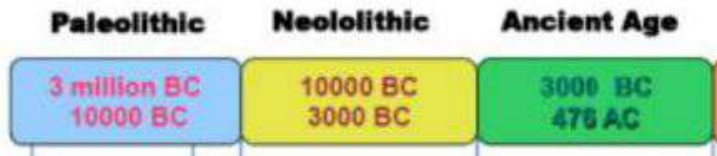
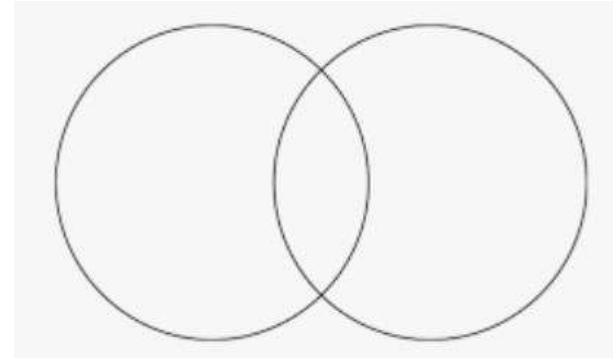
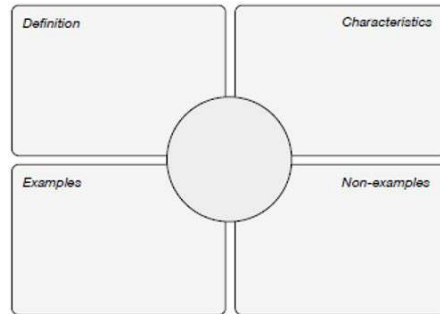
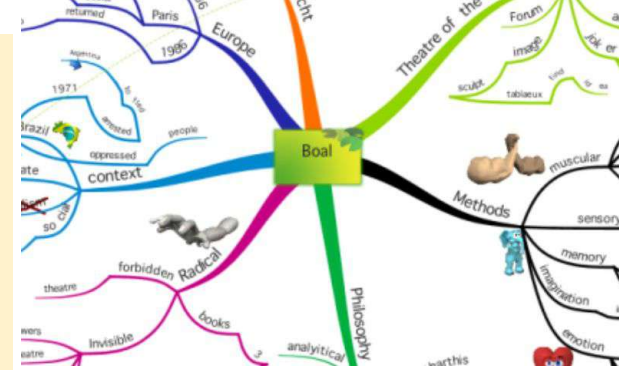
# Cognitive strategies - graphic organisers

Pros	Cons
<ul style="list-style-type: none"><li data-bbox="846 831 942 852">• Item 1</li><li data-bbox="846 869 942 891">• Item 2</li><li data-bbox="846 907 942 929">• Item 3</li></ul>	<ul style="list-style-type: none"><li data-bbox="1383 831 1479 852">• Item 1</li><li data-bbox="1383 869 1479 891">• Item 2</li><li data-bbox="1383 907 1479 929">• Item 3</li></ul>

# Cognitive strategies - graphic organisers



# Cognitive strategies - graphic organisers



Pros	Cons
<ul style="list-style-type: none"> <li>Item 1</li> <li>Item 2</li> <li>Item 3</li> </ul>	<ul style="list-style-type: none"> <li>Item 1</li> <li>Item 2</li> <li>Item 3</li> </ul>

# Cognitive strategies - graphic organisers

Ekkan

**SCIENCE INVESTIGATION**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

What I want to find out:

What I think might happen:

Why:


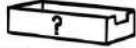


What I need:	What I will observe:
--------------	----------------------

Things I will keep the same to make it a fair test:	What I will need to change:
---	-----------------------------

How I will do the investigation:

What do I need to do to stay safe?	Teacher checked plan? <input type="checkbox"/>
------------------------------------	--

© Liz Eke and Hewlette McLachlan 2005

 What am I finding out?	
 What I need	
<div style="border: 1px solid black; padding: 5px; width: 50px; margin: 0 auto;">           1.  2.         </div> What I will do?	
 What will happen?	
 What happened?	
<div style="font-size: 2em; font-weight: bold; margin: 0 auto;">?</div> Why did it happen?	

# Cognitive strategies - knowledge organisers

## Topic title: Energy






Links to:

Year 8: Heating

Year 9: GCSE P6.1 Energy

### Key knowledge:

- An energy store allows work to be done, it provides the ability to do things.
- Almost all energy on Earth comes from the Sun.
- Energy cannot be created or destroyed, but it can be stored and transferred.
- In any energy transfer, energy is always conserved (the amount of energy stays the same).
- There are 5 main energy stores:
  - Chemical
  - Kinetic
  - Thermal
  - Gravitational potential
  - Elastic potential
- Energy is measured in joules (J).
- Energy is stored in food and fuel.
- Energy in food is measured in kJ and displayed on food labels.

Conservation of energy		In any energy transfer, energy is always conserved (the amount of energy stays the same)
Kinetic energy		The energy stored in a moving object
Gravitational potential energy		The amount of energy an object has due to its position in a gravitational field
Elastic potential energy		The energy stored in a stretched or compressed object, eg. a spring
Thermal store		The total kinetic and potential energy of all the particles in a substance

# Cognitive strategies

“You might remember this by..”

- Mnemonics (acronyms, acrostics)
- Graphic organisers
- Knowledge organisers

Cognition is the mental process involved in knowing, understanding, and learning. Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Cognitive strategies are fundamental to learning and are the ‘bread and butter’ of effective teaching.<sup>29</sup>

**B** - Brackets  
**I** - Indices  
**D** - Division  
**M** - Multiplication  
**A** - Addition  
**S** - Subtraction






**Box 7: The Frayer model – worked example**

<p><b>Definition</b></p> <p>Planets are large natural objects that travel (or orbit) around stars.</p> <p>From the Greek, ‘planētēs’, meaning ‘wanderers’.</p>	<p><b>Characteristics</b></p> <p>Revolves in an orbit around a star, such as the Sun.</p> <p>Typically more than 1000km across.</p> <p>Typically squashed by its own gravity into a spherical shape.</p> <p>Typically big enough that its gravity is strong enough to pull other objects of a similar size near its orbit around the Sun.</p>
<p><b>Examples</b></p> <p>Jupiter – Discovered by Galileo Galilei in 1610. It is fifth in line from the sun and the largest planet in the solar system (bigger than all of the other planets combined).</p> <p>It has an iconic Great Red Spot that is actually a giant storm that has been raging for hundreds of years (this spot is bigger than the Earth).</p>	<p><b>Non-examples</b></p> <p>Stars: a large ball of burning gas.</p> <p>Comets: small chunk of dust or ice that orbits the Sun.</p> <p>Asteroids: chunk of rock or metal that orbit the Sun.</p> <p>Meteors: chunk of rock or metal that falls through the atmosphere.</p>

**Planet**

**Topic title: Energy**

Links to:  
 Year 8: Heating  
 Year 9: GCSE P6.1 Energy

<p><b>Conservation of energy</b></p> 	<p>In any energy transfer, energy is always conserved (the amount of energy stays the same).</p>
<p><b>Kinetic energy</b></p> 	<p>The energy stored in a moving object.</p>
<p><b>Gravitational potential energy</b></p> 	<p>The amount of energy an object has due to its position in a gravitational field.</p>
<p><b>Elastic potential energy</b></p> 	<p>The energy stored in a stretched or compressed object; eg. a spring.</p>
<p><b>Thermal store</b></p> 	<p>The total kinetic and potential energy of all the particles in a substance.</p>

**Key knowledge:**

- An energy store allows work to be done, it provides the ability to do things.
- Almost all energy on Earth comes from the Sun.
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# Recommendation 3: Ensure access to high-quality teaching

## Metacognitive Strategies

“Teaching metacognitive strategies such as self-regulation, planning and monitoring are also effective high-quality teaching for pupils with SEN.”  
EEF SEND Evidence Review, page 126

Toolkit Strands	Cost	Evidence	Impact
<b>Metacognition and self-regulation</b> <small>Very high impact for very low cost based on extensive evidence.</small>	£ £ £ £ £		+7
<b>Reading comprehension strategies</b> <small>Very high impact for very low cost based on extensive evidence.</small>	£ £ £ £ £		+6
<b>Oral language interventions</b> <small>Very high impact for very low cost based on extensive evidence.</small>	£ £ £ £ £		+6

# Metacognitive strategies

Metacognition refers to the ways in which pupils **monitor and purposefully direct their thinking and learning**. Metacognitive strategies are **strategies we use to monitor or control our cognition**, such as checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.

- TREE (Topic sentence, Reasons, Examine reasons, Ending), or
- POW (Pick my ideas, Organize my notes, Write and say more) + TREE,
- or strategy instruction (e.g. modelling, collaborative planning, scaffolding, drafting/revising, and collaborative revising).

# Metacognitive Strategies

## 1. Planning (start of the task):

*How will you approach this learning task and why?*

## 2. Monitoring (during the task):

*Is your plan working or do you need to try something else?*

## 3. Evaluating (after the task):

*What have you learnt about yourself? How will this change your approach next time?*



# Metacognitive strategies

**Support pupils to think metacognitively before they begin a task:**

Have you done a similar task before?

What strategies have you used to solve this problem in the past?

Do you have what you need to begin the task?

# Metacognitive strategies

## **Support pupils to think metacognitively during a task:**

Are you making progress to meet the learning goal?

Is your chosen strategy working?

Are you finding this challenging? How are you dealing with that challenge?

# Metacognitive strategies

## **Support pupils to think metacognitively after a task:**

Did you accomplish your goal?

Could you do the task without support next time?

Did you stay motivated throughout the task?

# Recommendation 3: Ensure access to high-quality teaching

## Cognitive and Metacognitive Strategies

### Cognitive strategies

1. What examples of cognitive strategies do we already use?
2. Where might additional *cognitive strategy instruction* better support pupils' learning?

### Metacognitive strategies

1. How effectively do we support pupils to think metacognitively?
2. How might we support learners in our subject area to be more metacognitive?



The 'Five-a-day' principle: High quality teaching benefits pupils with SEND

- 1** Explicit instruction
- 2** Cognitive and metacognitive strategies
- 3** Scaffolding
- 4** Flexible grouping
- 5** Using technology





## **Recommendation 3: Ensure access to high-quality teaching**

### **Scaffolding**

Consider the metaphor. Why do we use  
the term ‘scaffolding’?



# Scaffolding

Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written.

- **Visual**
- **Verbal**
- **Written**

- A task planner
- A list of the steps a pupil needs to take
- Model examples of work
- Images that support vocabulary learning

The image shows a 'Task Plan' form with a blue border. It contains the following sections:

- What do I need?**: A table with two columns for items 1-3 and 4-6.
- What do I need to do?**: Three numbered steps with checkboxes.
- Anything else?**: Two lines with checkboxes.
- Reward**: A small box.
- How long?**: A box next to a clock face.

# Scaffolding

Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written.

- **Visual**
- **Verbal**
- **Written**

- “Let’s look at this together...”
- “What have you done before, that will help you with this task?”
- “Don’t forget, your work needs to include...”



*What worked well?  
Did you have any  
challenges?  
What are your next  
steps?*

**Self-scaffolding**

*Where should we start?  
What did I do first?  
What do you need first?  
What will you do next?  
Which way do we.....?  
How could we ...  
You have a think....*

**Prompting**

*Remember when we started with  
the largest digit? (refer to  
previous learning)  
Could you use a number line?  
Which number would you start  
with, the largest or the smallest?*

**Clueing**

*I am going to show you ..  
Watch carefully ..  
First I am going to ..  
Next I am doing ..  
I'm reading the instructions to  
follow ..  
When I've finished, it will be  
your turn*

**Modeling**

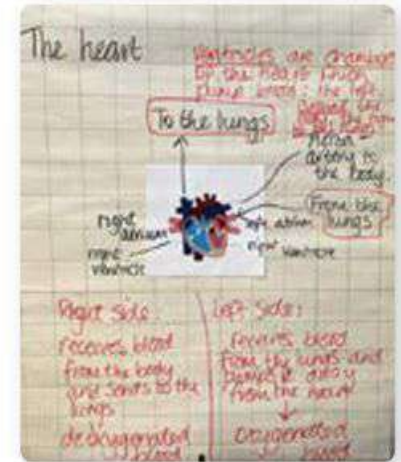
**Correcting**

# Scaffolding

Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written.

- Visual
- Verbal
- Written

- A word bank
- A writing frame
- Sentence starters



# Recommendation 3: Ensure access to high-quality teaching

## Scaffolding

1. How well-embedded are scaffolds in our school?
2. What needs to happen in order to provide more effective scaffolds for pupils?



The 'Five-a-day' principle: High quality teaching benefits pupils with SEND

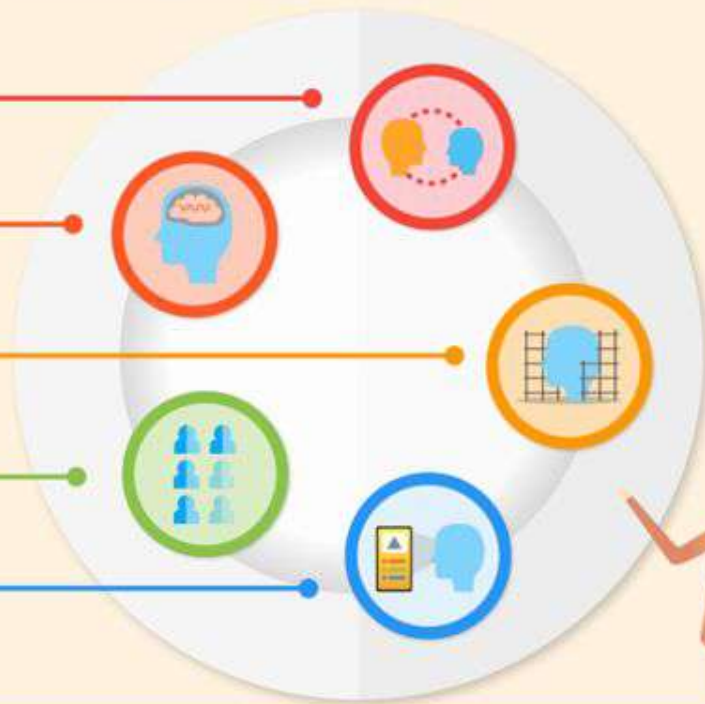
**1** Explicit instruction

**2** Cognitive and metacognitive strategies

**3** Scaffolding

**4** Flexible grouping

**5** Using technology



# Flexible grouping

All pupils need support sometimes.

Intelligence is not fixed.

Responsive grouping.





Joey



Removing him from good  
teaching

Targeting the wrong thing

Lowering expectations of what's  
possible

# Flexible grouping - 'within-class' groupings

4. One advantage of within class grouping might be flexibility in grouping arrangements. Pupils progress at different rates so regular monitoring and assessment is important to minimise misallocation and ensure challenge for all pupils.

**The teacher builds in formative assessment, so they can obtain an accurate and current understanding of which pupils need support.**

**The teacher notices that 4 pupils haven't yet mastered new content.**

During independent practice, the teacher takes those 4 pupils to the spare desk in the classroom, to reteach a key aspect of the content.

Following the reteach, the teacher uses further formative assessment to gauge that pupils have now moved past this misconception. They return to their desks and begin their independent work.

# Recommendation 3: Ensure access to high-quality teaching

## Flexible grouping

1. How much is it a part of your current practice to provide within-class interventions as a teacher?
2. What would need to change in order to develop this further?

# Using technology

A visualiser

Speech-text software

Apps that support procedural practice





## The Renaissance

D/Now

- 1) The revival of interest in Greek and Roman thought during the Renaissance.

**Chiaroscuro**: the use of light and shade in drawing and painting

sp. x3 (5) Excellent effort considering you had missed a lesson!  
printing

① One sentence on what **chiaroscuro** is.

- 2) What caused the Renaissance? The main cause was the Printing Press which was a machine which uses movable type to print words.

Wednesday

04 October

2017

sp. x3  
revival

- 2) What is Humanism? The revival of thought during the Renaissance.

The Indulgence Trade

D/Now

When did Pope Gregory I become Pope?

In 590, a new man became Pope. He was known as **Pope Gregory I**, or Saint Gregory the Great, because he believed deeply in the teachings of Christianity and wanted to spread them throughout Europe. Gregory was an earnest man who **believed it was his duty to convert others to his faith**. He knew that many people in Britain were not Christians and he wanted to ensure that they all became members of the Church during his time as Pope. **He chose a monk called Augustine to become his messenger to the Anglo-Saxons.**

Who did he choose to be a

→ Augustine had spent much of his life in a monastery which followed the Rule of St



# Recommendation 3: Ensure access to high-quality teaching

## Using technology

1. Is technology a help, a hindrance or an irrelevance to our current practice?
2. Do we make best use of the technology available, to support pupils to understand, record and/or learn content?

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND

**1** Explicit instruction

**2** Cognitive and metacognitive strategies

**3** Scaffolding

**4** Flexible grouping

**5** Using technology



Within your department, how well/how consistently are these five approaches embedded?

Explicit instruction

Scaffolding

Cognitive and  
metacognitive strategies

Flexible grouping

Using technology

# Five-a-day reflection tool

Use the reflection tool to consider your own teaching practice for pupils with SEND.

## REFLECTING ON YOUR PRACTICE Every teacher as a teacher of SEND



The EEF's Evidence Review found strong evidence that teachers should use 5 'adaptive teaching' strategies as part of improving outcomes for students with SEND.

Use the questions below to reflect on how consistently you embed these '5-a-day' into your current teaching practice:



To what extent do I...		Reflections
1	<b>Explicit instruction</b> 	... use clear and succinct language in my teaching, checking pupils' understanding frequently?
		... use dual coding to aid students' understanding of new content?
		... model how to complete a task before expecting pupils to work independently?
2	<b>Cognitive and metacognitive strategies</b> 	... support all students to recall previously learned content, before moving on to new content?
		... help students to organise their thinking by 'chunking' the content and introducing new material in small steps?
		... support students to plan, monitor and evaluate their own learning?
3	<b>Scaffolding</b> 	... provide scaffolds (visual, verbal and oral) that allow all pupils to access the learning?
		... use scaffolding in a way that reduces pupils' reliance on adult support? Do I reduce my scaffolding over time?
		... provide scaffolds in a non-stigmatising way (providing them at the whole-class level, allowing students to opt-in to a scaffold for a particular task)?
4	<b>Flexible grouping</b> 	... group students in a way that reduces stigma, by ensuring such groups are based on current difficulty rather than being fixed?
		... promote peer tutoring, placing my students in groups in which they learn from one another?
5	<b>Using technology</b> 	... utilise technology such as a visualiser when modelling work for students?
		... use technology to help students to record their

## The 'Five-a-day' principle: High quality teaching benefits pupils with SEND

- 1** Explicit instruction
  - 2** Cognitive and metacognitive strategies
  - 3** Scaffolding
  - 4** Flexible grouping
  - 5** Using technology
- 



Questions, comments,  
reflections?

Thank you

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