

Caedmon College, Whitby
 Area of Need - Cognition and Learning - Summary of Provision

Wave 1 Quality First Teaching for All	Wave 2 Group teaching and learning	Wave 3 Additional and Different for some pupils
<p><u>Strategies to support planning:</u></p> <ul style="list-style-type: none"> • Areas for personalised and differentiated teaching, including questioning, learning outcomes and expected work produced. • Variety of teaching styles giving opportunities for open and closed tasks, visual, auditory, and kinetic learning, matched to individual needs. • Range of access strategies that will help children overcome barriers to learning .e.g. use of models and images. • Students are provided with relevant and accessible resources e.g. number lists, words lists, dictionaries spell checkers. • Consideration of the use of peers to maximise opportunities for extension of learning and classroom participation for all students. <p><u>Strategies to support questioning:</u></p> <ul style="list-style-type: none"> • Students are given time or support before responses as required. • Range of differentiated questioning used to include all students in lessons including use of open and closed questions and use of higher order questioning. <p><u>Strategies to support differentiation.</u></p> <ul style="list-style-type: none"> • Tasks are clearly explained and modelled with success criteria being clear and expected outcomes known. • Break down tasks into smaller, clear steps to make them more manageable. • Provide structure to encourage independent working e.g. writing frames, revision frames, task lists. 	<p>In class support focus on supporting differentiation and questioning. (AFL)</p> <p>Targeted use of literacy interventions reading and comprehension programme.</p> <p>Targeted use of literacy in lunchtime clubs for additional study clubs with LSA support.</p>	<p>Personalised Curriculum is offered where students cannot access their given timetable E.G., 1:1 support sessions</p> <p>1:1 support to specify and consider reducing the vocabulary/concepts to be learned for students with specific language needs.</p> <p>1:1 support pre-teaching of specific vocabulary, skills or concepts using a structured format</p> <p>Differentiated LSA support to produce materials for students with cognition and learning needs. Concept maps, writing frames; clearly define the task in stages.</p> <p>1:1 strategies and resources to promote independence, organisation, keeping to time limits.</p>

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| <ul style="list-style-type: none">• Identify core vocabulary and concepts for lessons. Ensure new vocabulary is clarified, written up, displayed and referred to regularly; go back through at a later date to process• Use of procedural facilitators e.g. writing frames, accompanied by higher order questioning and teaching dialogue to extend learning.• Alternatives to written recording are used where appropriate. e.g. mind mapping• Differentiated learning resources to support individual learning e.g. word lists, number lines, dictionaries, spell checkers• Enhanced learning through technology using IPADS, Computers, Word processing, Netbooks and IWB where relevant.• Background noise is avoided, light source is in front of the teacher, and take action to avoid unnecessary distractions.• Only one sensory pathway should be used at one time when teaching the class or speaking to the individual.• Classroom displays are used to support teaching and learning. Refer to visual displays related to the topic where possible.• Label resources and equipment and where they are to be stored, to promote independence. | | |
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