

# CLOSING THE GAP / INCLUSION WORKSHOP

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CONFERENCE – MONDAY 4TH  
NOVEMBER 2013

Jan Martin: Sensitive Education Consultancy

# What do we want from this session?

- Activity 1: Identifying personal outcomes for the session
- Discussion
- Feedback

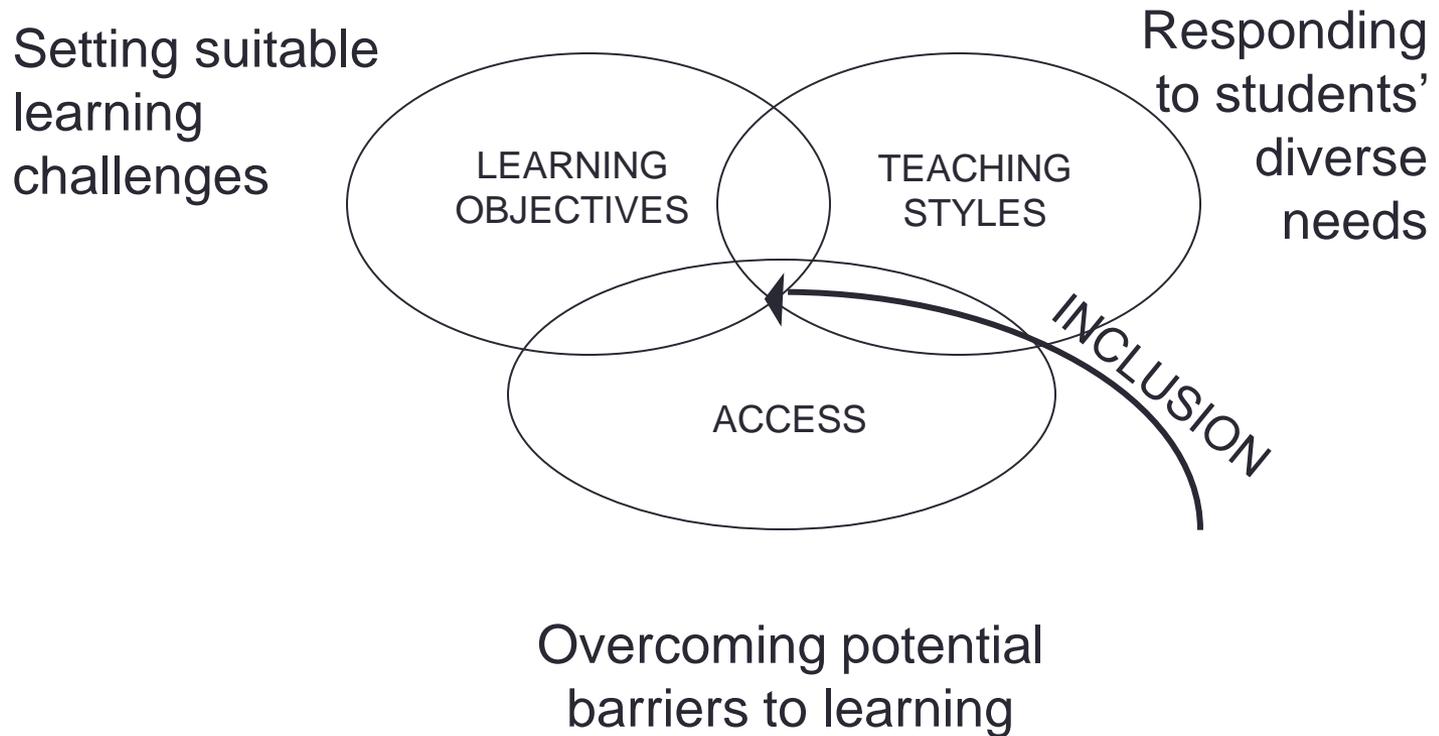
# What do we mean by inclusion

- <http://www.youtube.com/watch?v=BUOgu2W5F4M> Mel Ainscow on closing the gap
- Your definition? (Write on a post-it, share with others on your table)

# Aims of session

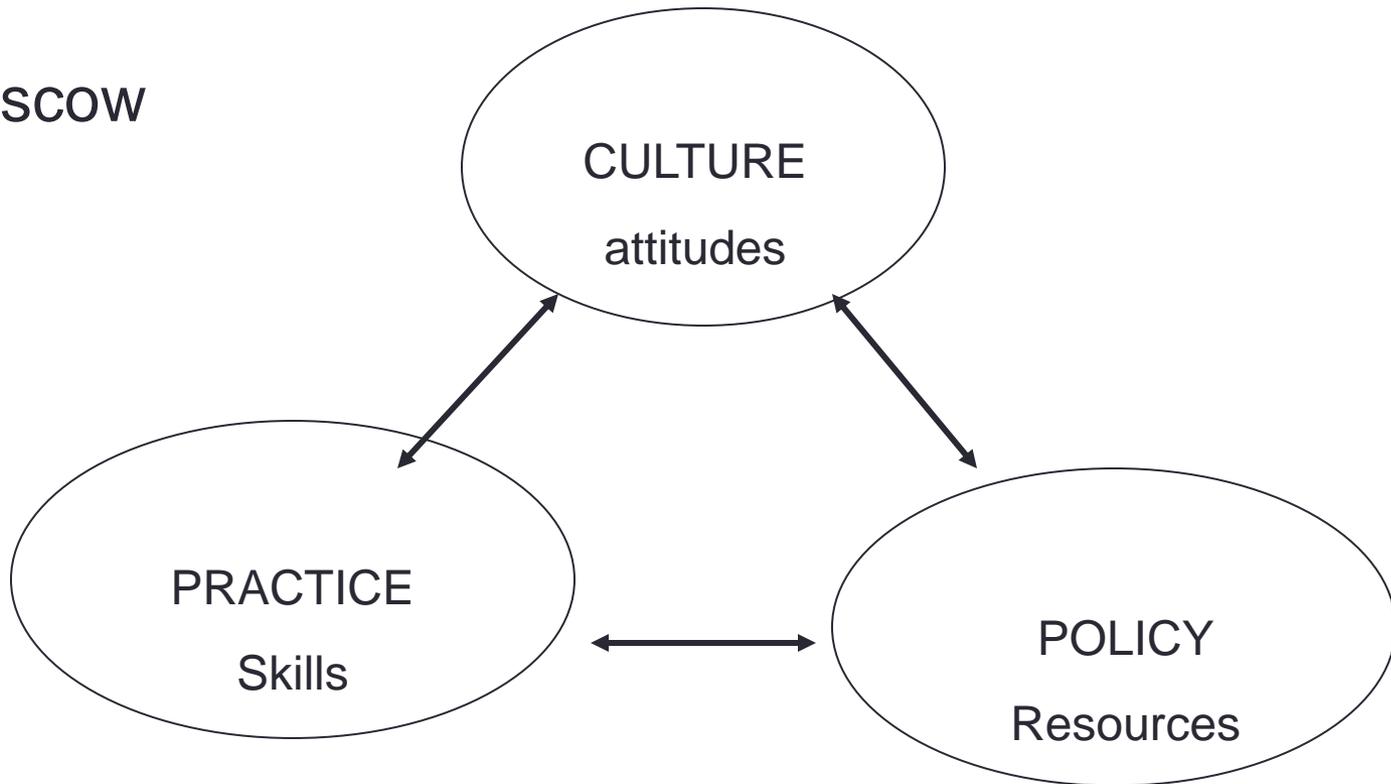
- To provide theory, research evidence and practical activities in understanding how to achieve the key elements of an inclusive classroom, in which all groups of pupils are achieving, and the gap in performance is closing between the different inclusion groups and their peers.
- The focus is on good practice in the classroom

# The three circles



# To get INCLUSION right

Mel Ainscow



# Outcomes and Provision

<b>Outcomes</b>	<b>Provision</b>
<b>Learning</b>	<b>Teaching</b>
Standards	Curriculum
Achievement/progress	Resources
SMSC outcomes – safe, healthy etc	The learning environment
Attitudes/values	Assessment procedures
Behaviour	Care (pastoral)
	Matching all needs - SEN/EAL/G&T provision

# DfE agenda

Keep up to date with DfE postings on closing the gap through looking at the;

- SEN website pages
- EAL website pages
- Pupil Premium website pages
- Gifted & Talented website pages

# Pupil Premium

- While many schools are using their pupil premium to boost the achievement of their disadvantaged pupils, evidence suggests that not all schools are using the pupil premium as effectively as possible, nor are they using evidence of what works.
- The government has announced that schools that are judged by Ofsted to require improvement, and where there are significant issues regarding the attainment of disadvantaged pupils, will be expected to commission an externally led pupil premium review by a pupil premium system leader in order to improve provision for their disadvantaged pupils. This approach will take effect from September 2013.

# 2012 Teachers' Standards

- **Set high expectations which inspire, motivate and challenge pupils**
  - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- **Adapt teaching to respond to the strengths and needs of all pupils**
  - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
  - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
  - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
  - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

# SEN Code of Practice (2002)

- **All teachers are teachers of pupils with special educational needs. Teaching such pupils is therefore a whole school responsibility, requiring a whole school response.**
- **Draft SEN Code of Practice 2013**
- **5.2 “All teachers are teachers of children with special educational needs”**
- **Good practice on quality provision**
- • **Good quality teaching**

# New National Curriculum Inclusion Statement

Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

4.2 Teachers should take account of their duties under equal opportunities legislation that covers disability, race, religion or belief, sex and sexual orientation.

4.3 A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The SEN Code of Practice will include advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice will outline what needs to be done for them.

4.4 With the right teaching, that recognises their individual needs, many disabled pupils have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

4.6 The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

# Ofsted expectations for closing the gap

<http://www.ofsted.gov.uk/news/key-maximising-achievement-schools>

- **If schools have good provision for children with SEN, what does this look like?**

Good and outstanding schools have high aspirations for all students, including those who have special educational needs. They focus on enabling pupils to make the best possible progress, and to increase their independence, so that they are well prepared for their futures. The most effective leaders in any school ask challenging questions about the progress and attainment of every pupil or young person. They use whatever information is available to compare their pupils' progress against that of other pupils who started at the same level, at the same age, across the country. They do not make excuses for lower rates of progress. They focus on ensuring teaching is strong, that staff meet the needs of all pupils, and provide well targeted challenge in lessons. These schools also ensure those pupils in most need receive the most expert support.

- Alongside high aspirations for high academic achievement there is a very well-understood view of how to help an individual become self-reliant and independent. Ambitions and views expressed by the young people are taken into account when devising the curriculum and style of support. Good attendance is also seen as a key to maximising achievement. The best schools that meet the needs of pupils with the most complex social and emotional needs understand and make use of the community in which the children live as well as the one in which they are educated.

# The London Leadership Strategy:

<http://londonleadershipstrategy.com/press/successful-sen-provision-stats-in-school>

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# Changes in Ofsted Inspection Handbook

## Sept 2013: Focus on closing the gap

- **Achievement & Progress**

- the learning and progress across year groups of different groups of pupils currently on the roll of the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able.
- the proportions making expected progress and the proportions exceeding expected progress in English and in mathematics from each starting point, compared with national figures, for all pupils and for those for whom the pupil premium provides support

- **Teaching & Learning**

- teaching engages and includes all pupils, with work that is challenging enough and that meets their individual needs, including for the most able pupils

- **Behaviour & Safety**

- the extent to which pupils' attitudes to learning help or hinder their progress in lessons

- **Leadership & Management**

- monitoring and evaluation of:
  - the quality of teaching and the achievement and progress of all groups of pupils, including those for those for whom the pupil premium provides support, relative to other schools nationally

# National training materials for inclusion

- Inclusion Development Programme materials
- <http://webarchive.nationalarchives.gov.uk/20110202093118/http://nationalstrategies.standards.dcsf.gov.uk/search/inclusion/results/nav:46335>
- NASEN – the inclusive classroom (National SENCo training)
- <http://www.nasentraining.org.uk/training-pack/>
- SEN Complex needs – Barry Carpenter et al
- <http://www.education.gov.uk/complexneeds/>
- DfE SEN training materials for NQTs
- <http://www.education.gov.uk/schools/careers/traininganddevelopment/b00201451/sen-skills/sen-induc-resources>

# Using Raiseonline to identify the closing the gap issues in your school

- Handout 1 : Interpreting Raiseonline
- Activity 2: What does Raiseonline tell you about inclusion in your school? (Discussion & feedback)

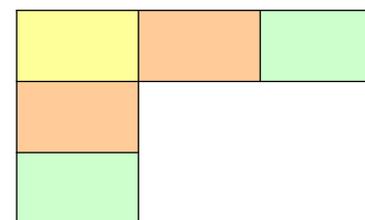
# English KS2–KS3

Prior Key Stage 2 Level English	Percentage of learners														
		Key Stage 3 2009 English Task											% total	% 1 lev only	% 2 lev+
		L,P,Y, other	A,B,M,N, S,Q,T,X	W	1	2	3	4	5	6	7	8			
	W	n/a	1.5	43.7	22.9	13.7	10.7	6.0	1.3	0.1	0.0	0.1	100	22.9	31.9
	1	n/a	2.2	3.0	17.5	31.6	29.2	14.3	2.1	0.1	0.0	0.0	100	31.6	45.8
	2	n/a	2.2	0.2	1.4	8.8	38.9	41.2	6.9	0.4	0.1	0.0	100	38.9	48.6
	3	n/a	1.3	0.0	0.1	0.6	9.5	51.0	35.2	2.2	0.1	0.0	100	51.0	37.5
	4	n/a	0.5	0.0	0.0	0.0	0.8	11.8	55.2	29.0	2.7	0.0	100	55.2	31.7
	5	n/a	0.2	0.0	0.0	0.0	0.0	0.7	14.9	53.2	29.4	1.5	100	53.2	30.9
	A/D/T	n/a	47.2	5.6	10.1	n/a	n/a	n/a	n/a	n/a	36.0	1.1	100	n/a	37.1
Miss/other	n/a	12.5	14.9	15.2	n/a	n/a	n/a	n/a	n/a	53.8	3.5	100	n/a	57.4	
Total	n/a	0.8	0.4	0.4	0.7	3.4	15.0	36.7	30.9	11.2	0.5	100	52.4	33.3	
										percentage 1 level progress only				52.4	
										percentage 2+ levels progress				33.3	

Pupils eligible for inclusion in progress measures only are all pupils shaded pale yellow, peach or green

Pupils achieving one level of progress only are those shaded peach

Pupils achieving 2 or more levels of progress are those shaded pale green

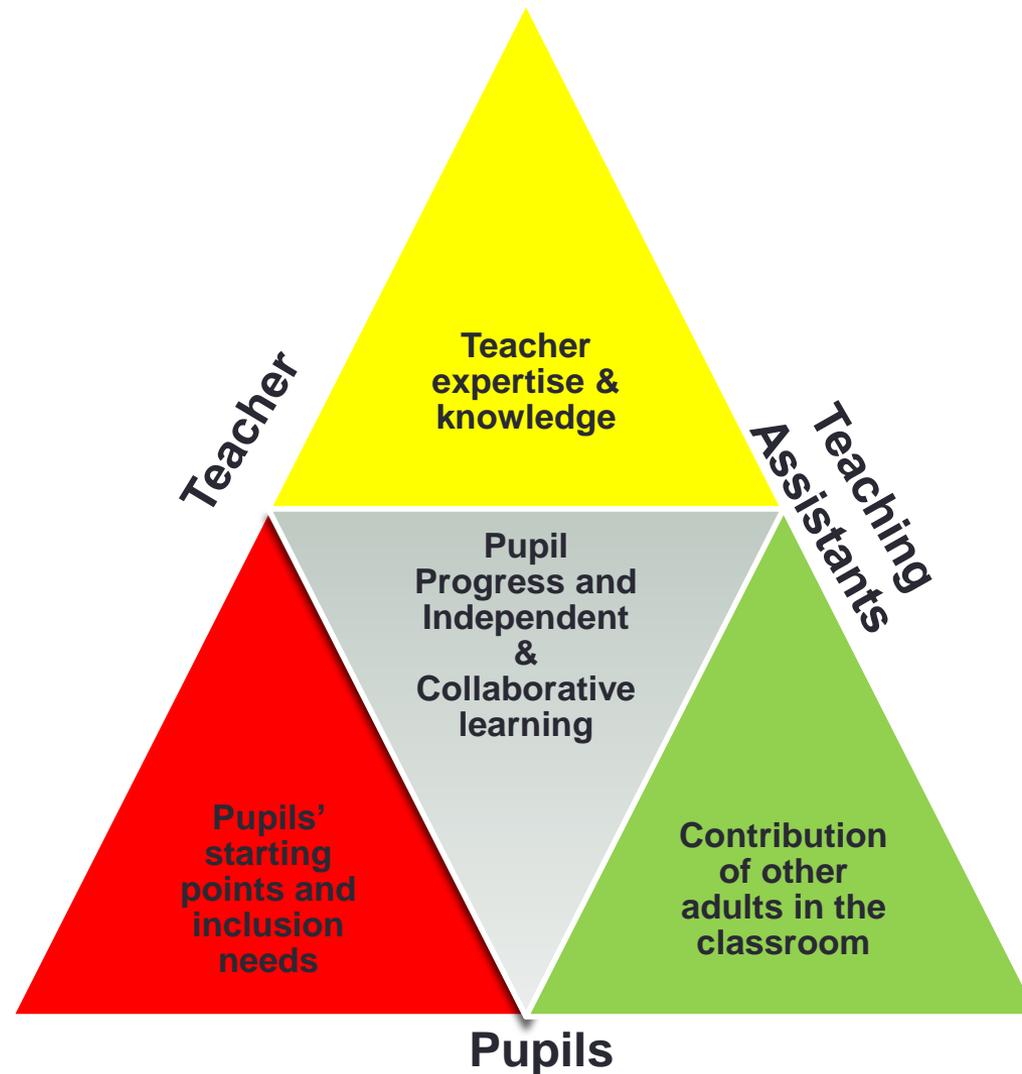


# KS3 NC levels: English

National Curriculum Levels			
KS2	KS3 LQ	KS3 Median	KS UQ
W	0	1	2
1	2	2	3
2	3	4	4
3	4	4	5
4	5	5	6
5	6	6	7

Point scores			
KS2	KS3 LQ	KS3 Median	KS UQ
W	3	9	15
1	15	15	21
2	21	27	27
3	27	27	33
4	33	33	38
5	39	39	45

# Harnessing inclusion in the classroom



# **Outstanding teachers plan lessons very effectively and build on pupils' prior learning to ensure exceptional learning**

## Outstanding teachers:-

- recognise that outstanding lessons can be of many different in types eg. teacher led to introduce new topics, investigative, laboratory based, coursework based or skills based.
- use the three stage lesson plan but ensure that the starters activity and plenary session are SHORT and well chosen.
- develop a timed lesson plan for themselves and other adults to ensure that all pupils, no matter what their prior learning, make exceptional progress, and time and resources are used very well.

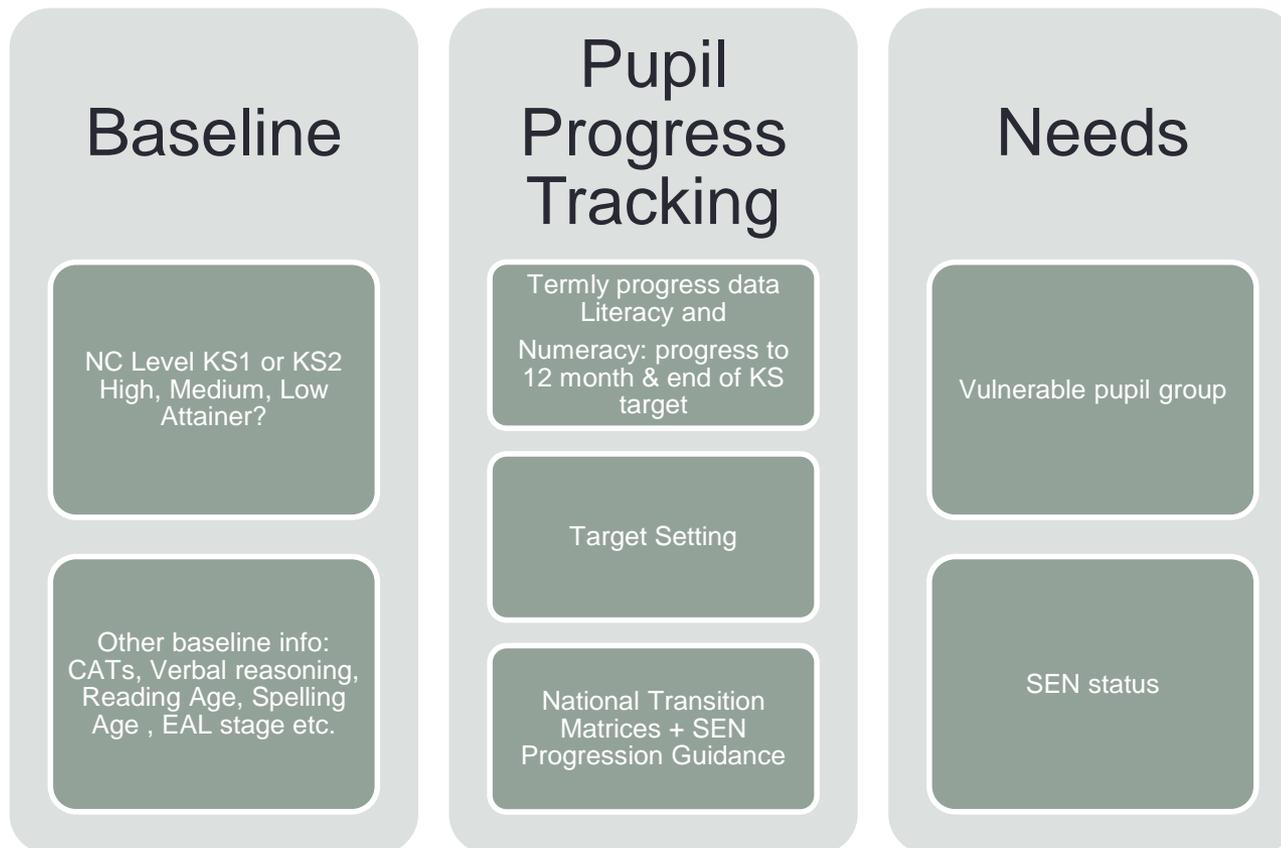
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## Outstanding teachers:-

- ensure aims and objectives of the lesson are clear, appropriate and understood by all pupils.
- ensure learners understand the skills, knowledge and understanding they will acquire during the lesson.
- ensure the lesson builds on previous learning and caters for all individual needs.
- systematically check pupils' understanding throughout lessons, anticipating where they need to intervene to have striking impact on learning

# Using the data to plan for differentiation

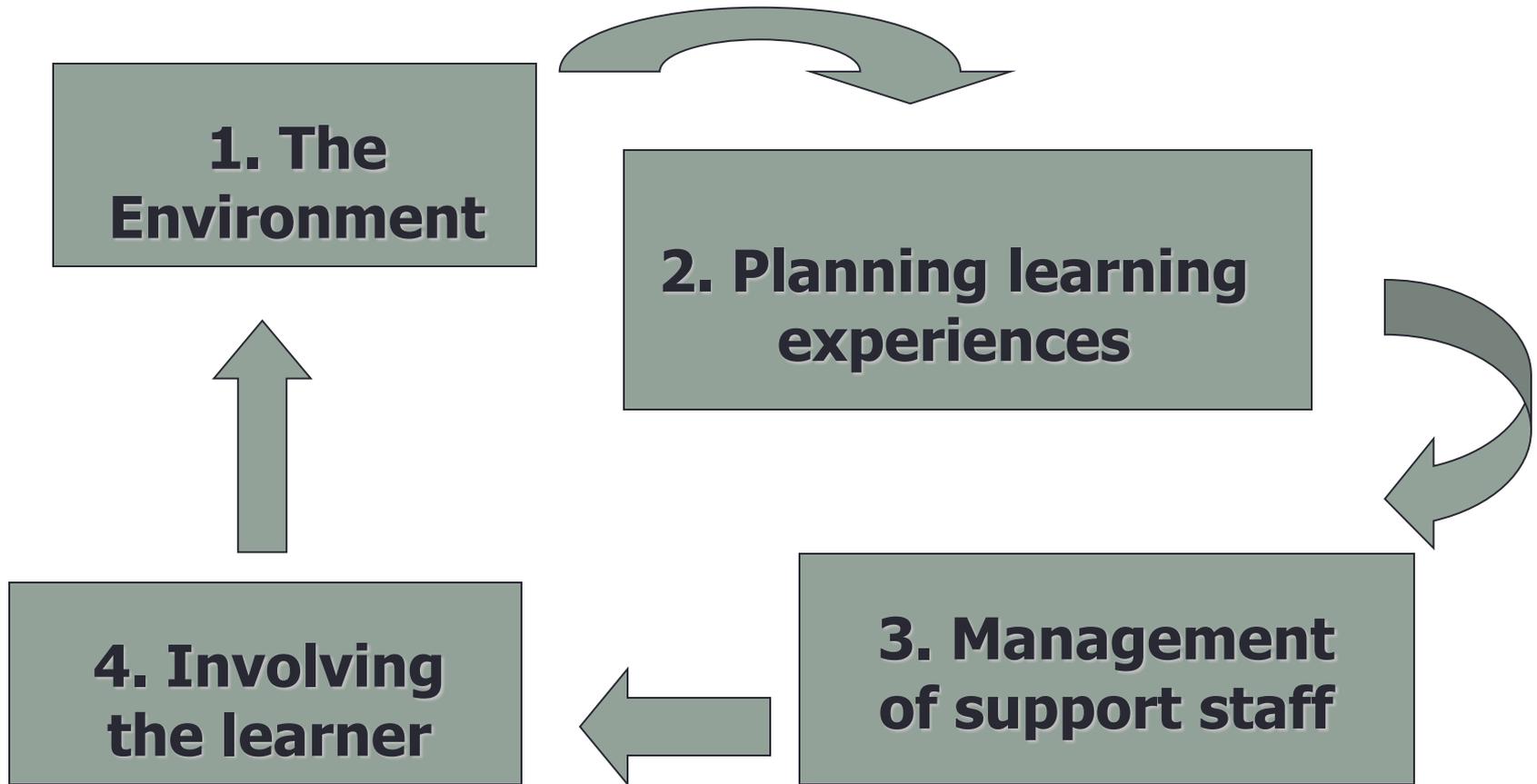
- What data?



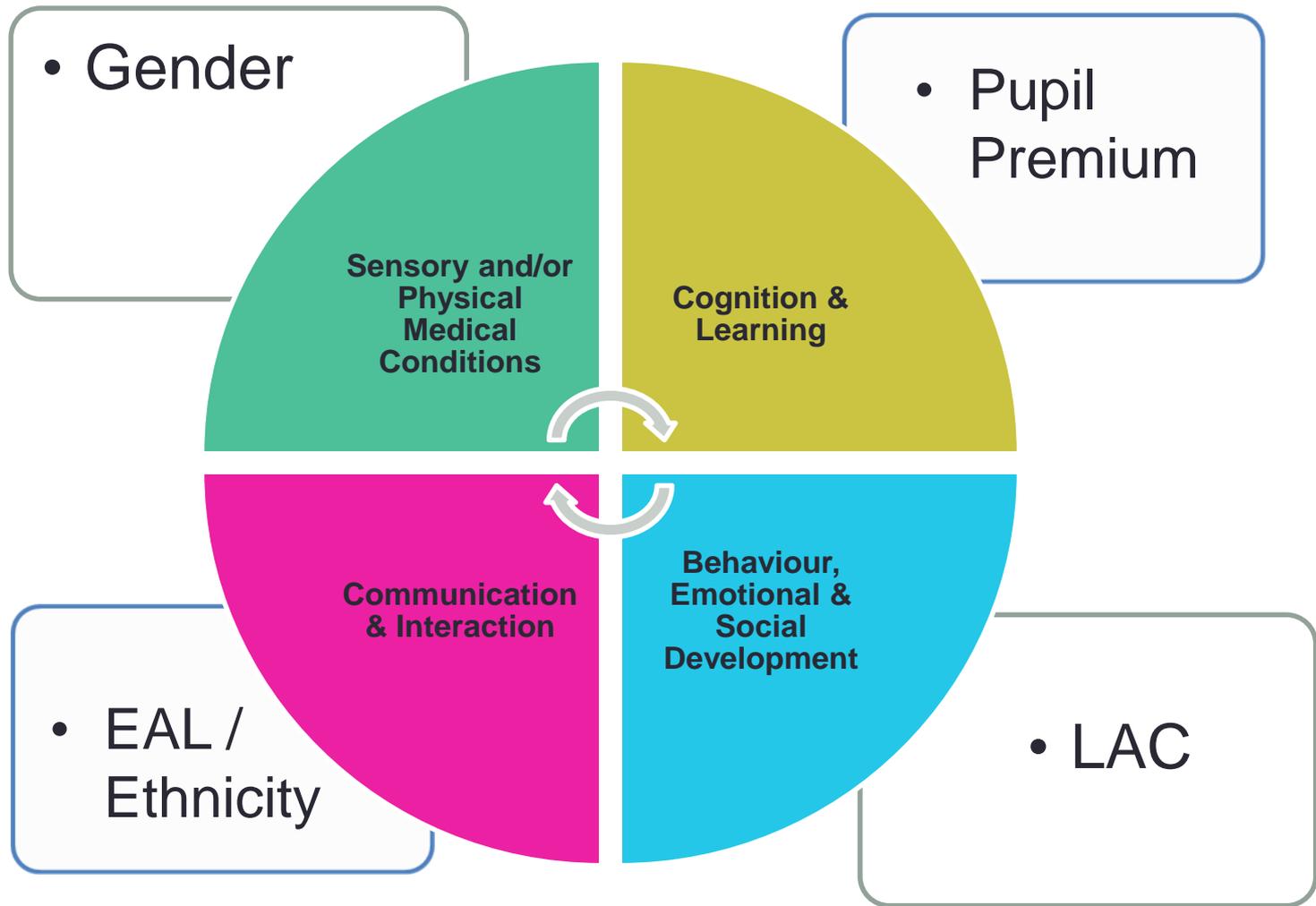
# Interpreting progress data

- Activity 3: SEN Ofsted data task (primary or secondary)
- Discussion: What are the implications for teacher planning for these pupils?

# Key considerations for the inclusive classroom



# Areas of Need: All inclusion groups



# Planning for cognition & learning

- When preparing lessons that include pupils identified with MLD, you can differentiate them by:
- choosing earlier elements of a programme of study or National Strategy, 'tracking back' to earlier levels (see APP and AfL)
- focusing on a narrower area of a programme of study or National Strategy than the rest of the group is working on, and/or breaking tasks down into small steps so that the learner experiences successful learning and chances of failure are minimised.

# Planning for behaviour, emotional & social development

**High level  
needs**

Need for  
self- actualisation  
(challenge/ achievement)

Esteem

Belonging and love

Safety

Physiological  
eg hunger, thirst & warmth

**Lower level  
needs**

**An adaptation of Maslow's Hierarchy of Needs**

# Key learning points

- Behavioural, emotional and social difficulties have multiple causes
- They often arise when a pupil's basic needs are not met
- Understanding the classroom antecedents and consequences of specific behaviours can help teachers develop effective strategies
- Pupils with BESD often require a multi-agency response
- Teachers' contribution is to plan appropriate learning objectives, teaching approaches and access strategies so that the pupil can succeed in school and develop social, emotional and academic skills

# Teaching approaches

- Helping the pupil manage stress, anxiety and anger
- Opportunities to be active and take breaks
- Individual workstations
- Peer support
- Support from additional adults
- Close home–school links
- Providing a curriculum that is interesting and relevant
- Making instructions short and clear

# Categories of Speech, Language & Communication Difficulties

1. Specific or Primary SLCN
2. Some children have an SLCN that presents with, and may be caused by, other developmental disorders
3. Some pupils have SLCN due to impoverished language environment

# Speech & Language Difficulties

Try to imagine ...

- being unable to read this.
- being unable to tell someone else about it.
- being unable to find the words you wanted to say.
- opening your mouth and no sound coming out.
- words coming out jumbled up.
- not getting the sounds right.
- words getting stuck, someone jumping in, saying words for you.
- not hearing the questions.
- not being able to see, or not being able to understand, the signs and symbols around you.
- not understanding the words or phrases.
- not being able to write down your ideas.
- being unable to join a conversation.
- people ignoring what you are trying to say; feeling embarrassed; and moving away ...

# A learning environment that supports language and communication will aid the learning of all pupils.

## Multi-sensory approaches

To provide the best possible opportunity for pupils to understand and retain information, you should use and incorporate a repertoire of multi-sensory approaches.

## Working for pupil independence

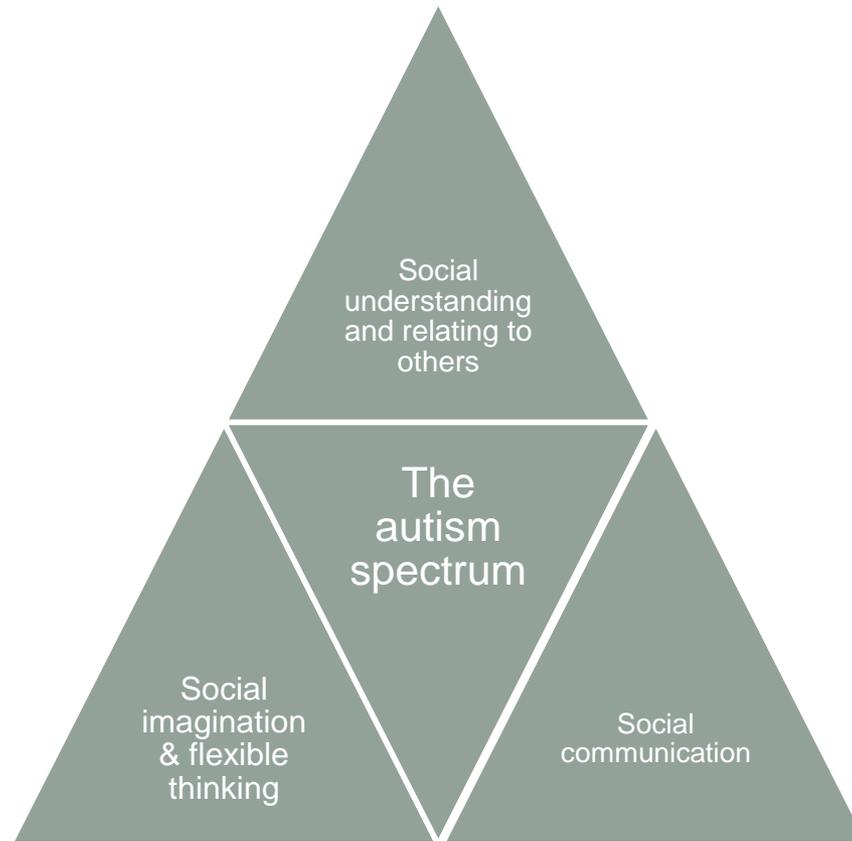
All pupils should be able to participate in classroom dialogue. Plan for involvement by:

- providing plenty of opportunity for pupil participation
- carefully scaffolding questions to build confidence
- ensuring that you and other adults hold back and give pupils time to talk
- making explicit links to previous learning
- ensuring that pupils are familiar with the range of resources they could use
- identifying with the pupil a source of assistance when they have a problem in the lesson, for example, a named peer, an appropriate adult.

## Adult–pupil communication: listening, questioning and talking

Think carefully about how you communicate with pupils. Consider your input with regard to length and complexity of language and type of questions.

# The triad of impairments: Autism



# Strategies in the classroom

- Clear instructions
- A reasonably quiet environment
- If we are working in groups / pairs, it helps to be with someone I trust

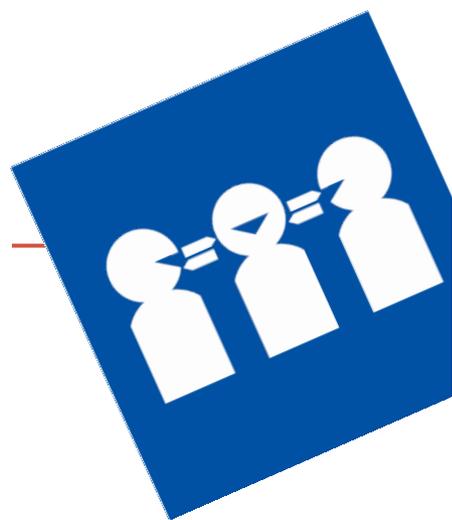


# Planning for Sensory and/or Physical Medical conditions

- Check the learning environment – suitable for VI, HI, ASD students?
- Check equipment/resources – helpful for pupils with physical / medical conditions?

# THE EAL TOOLKIT

## ENGLISH AS AN ADDITIONAL LANGUAGE



Sources:

[www.naldic.org.uk](http://www.naldic.org.uk)

[http://nationalstrategies.standards.dcsf.gov.uk/primary/publications/inclusion/bi\\_children/](http://nationalstrategies.standards.dcsf.gov.uk/primary/publications/inclusion/bi_children/)

Access and Engagement series (DfES 2002) <http://www.naldic.org.uk/docs/resources/KeyDocs.cfm>

Jim Cummins, *Language, Power and Pedagogy (Multilingual Matters, Clevedon, 2000)*

Neil Mercer, *Words and minds: how we use language to think together (Routledge, Abingdon, 2000)*

My head

Other people's heads



# Strategies



[Buddy Up](#)

[Picture Rules](#)

[Dictionary](#)

[Images](#)

[Sentence Starters](#)

[Talk to support staff](#)

[Role Models](#)

[Pre-Teach Vocabulary](#)

[Open Questions](#)

[Rehearsal](#)

[Concrete Starters](#)

[Discussion Toolkit](#)

[Whiteboards](#)

[Questioning](#)

[Support the Teacher](#)

[Thinking Time](#)

[Model](#)

[Success Criteria](#)

[Listening Frame](#)

[Key Words](#)

[Pre-Highlight](#)

[First Language](#)

[Purpose](#)

[Allocate Roles](#)

[Plan in 1st Language](#)

[Match/Grid](#)

[Writing Frame](#)

[Plenary Prime](#)

[Present](#)

[Genre Modelling](#)

[Vocabulary and Meaning](#)

[Barrier Games](#)

[Belonging](#)

[Language Types](#)

[Types of Talk](#)

[Thinking Together](#)

[What's the Point](#)

[Prior Knowledge](#)

[Linguistic Diversity](#)

[Compare and Contrast](#)

[Analogies](#)

[Idioms](#)

[Recasting](#)

[Vocabulary Sequence](#)

[Starting Points](#)

[Listening Assistance](#)

[Drama](#)

[Diagrams](#)

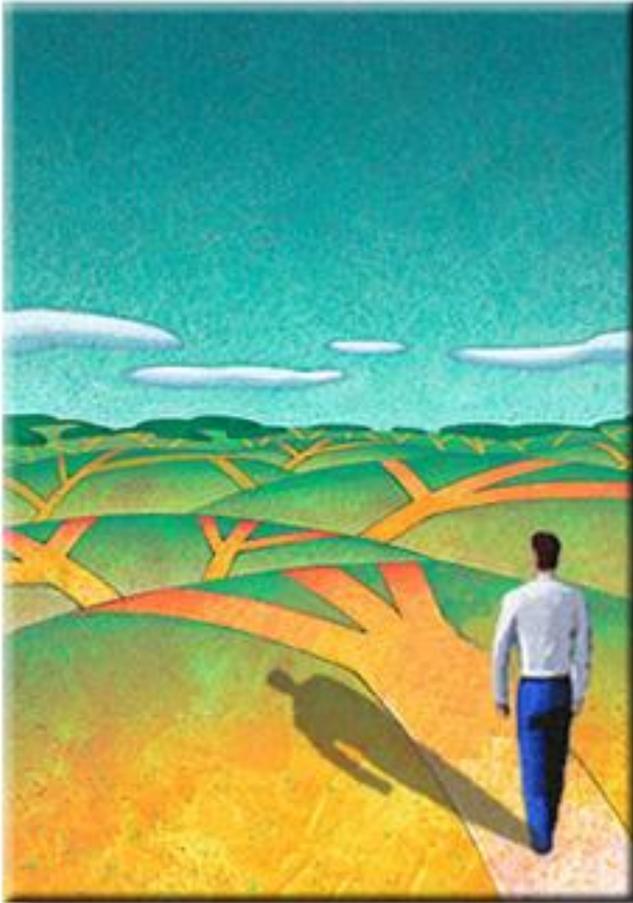
[Word Relationships](#)

[Model Writing](#)

[Word Taxonomy](#)

[Darts](#)

# Speaking and Listening Success Criteria



Make the success criteria for successful speaking and listening explicit.

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Supplement this with posters on the classroom walls reiterating in writing and pictures.

# Including the LAC pupil

Barriers to learning

See BESD & Maslow's triangle

Insecurity – how many schools? How many foster-homes?  
– how good are relationships with own family?

Interruptions in learning – literacy, numeracy, language

Low aspirations

Low self-esteem

See BESD for how to support

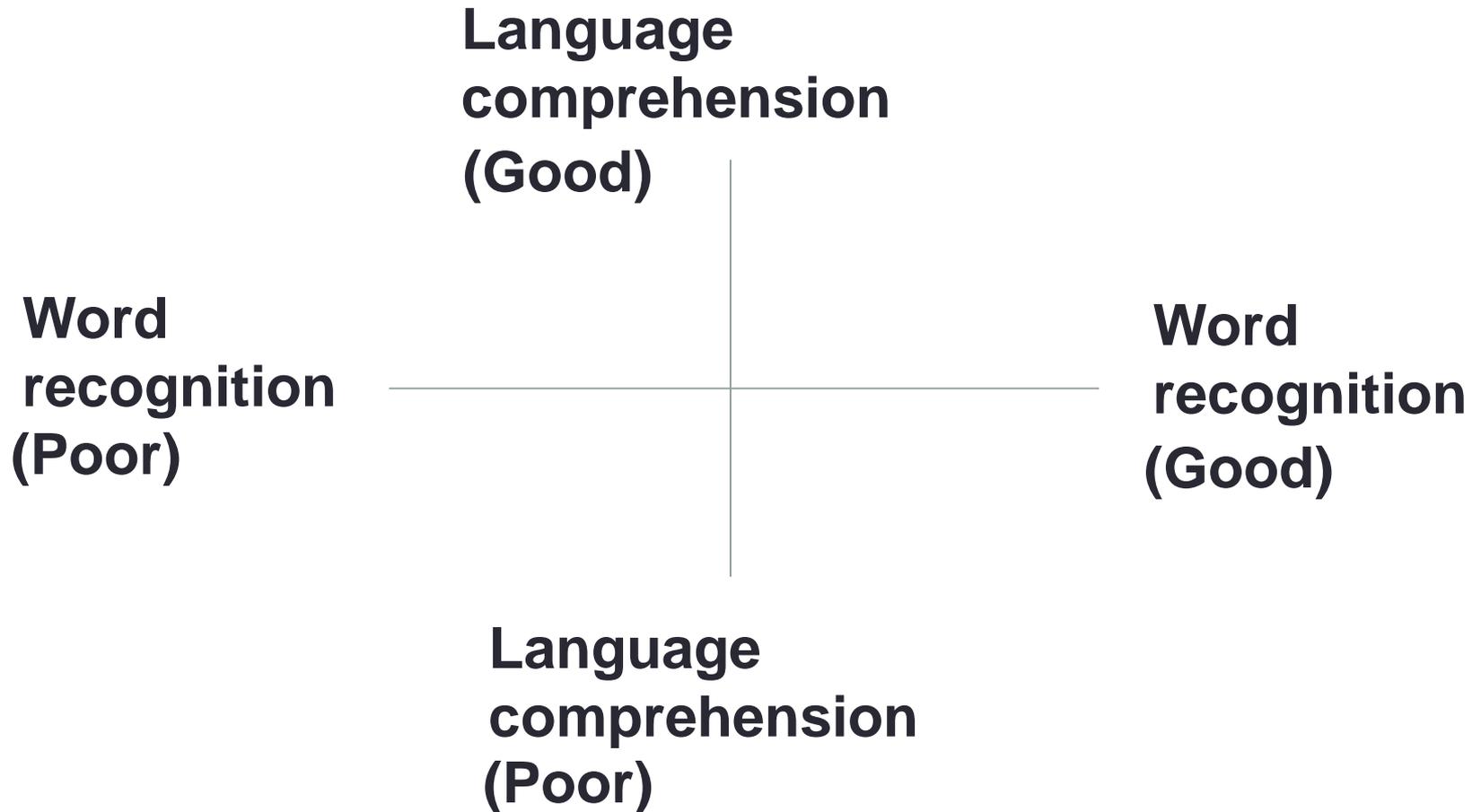
# Listening to the pupil voice: their experience of teaching & learning

- Have a say in what they are going to learn and how they are going to learn it
- Be able to draw up the group or individual targets they will be working towards
- Be clear about the learning objectives
- Have opportunities to record their findings in alternative ways
- Understand the notion of progress
- Discuss with adults and peers what they have learnt and what they need to do next to improve
- Have a say in what makes good teaching and learning for them

# Literacy across the curriculum

- Increasing emphasis on how all subjects develop literacy – at primary and secondary levels, e.g.;
- How reading accuracy and comprehension are developed, including
  - Skimming & Scanning
  - Critical analysis
- How writing is developed
  - Spelling
  - Grammar & punctuation
  - Writing for different audiences & purposes
- How speaking & listening are developed, including skills in
  - Discussion
  - Rhetoric & analysis
  - Oratory

# The Simple View of Reading



# Inclusive Literacy strategies

- Phonics and whole word approaches (for Dyslexics & ASD pupils)
- Teach key vocabulary – reading & spelling - for the subject
- Include guided reading opportunities
- Use of ICT (text reading, predictive writing etc.) to aid comprehension and writing
- Use of writing frames
- Structured speaking & listening exercises

# NUMERACY ACROSS THE CURRICULUM

- Increasing emphasis on how subjects contribute to development of numerical skills, e.g.;
- Computational skills (using traditional methods of computation)
  - understanding of place value
  - fluency in mental methods
  - recall of number facts such as multiplication tables and number bonds
- Problem solving skills

## **Key findings from Good practice in primary mathematics (Ofsted)**

- Pupils' confidence, fluency and versatility are nurtured through a strong emphasis on problem solving as an integral part of learning within each topic (and across topics).
- Skills in calculation are strengthened through solving a wide range of problems, exploiting links with work on measures and data handling, and meaningful application to cross-curricular themes and work in other subjects.

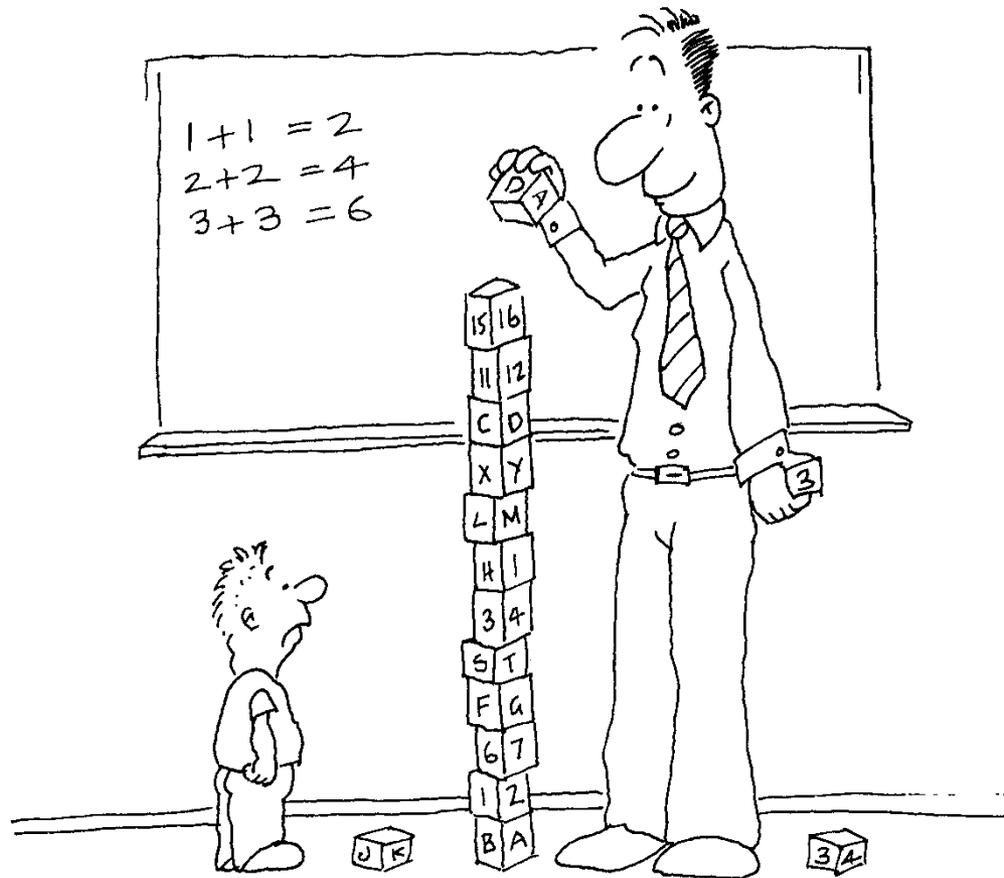
# Inclusive numeracy strategies

- Numicon!
- Visual & kinaesthetic as well as oral
- Concrete to abstract - resources
- Teach the language of maths
- Teach problem solving / thinking skills

# Planning for the use of teaching assistants to support and promote inclusive learning

- Effective use of teaching support is a key question for Ofsted
- Used effectively the classroom is a hub of enquiry based learning
- Used ineffectively pupils are dependent upon adults every step of the way along the learning journey

**Their role is not to do the task for the student**



# Effective adult support is:

- aimed at increasing pupils' inclusion in the learning of the peer group (and should not result in isolating them further)
- common practice within the class where the teacher and TAs commonly work with a small group of pupils as part of lesson design
- discreet so that pupils are not overwhelmed or embarrassed
- selective – used at particular times for specific purposes within the lesson
- linked to learning and withdrawn for some of the time
- focused on maximising pupils' independence through engaging them and building confidence
- planned wherever possible – the teacher and additional adult will at least have shared planning or discussed the lesson and their roles beforehand.

# Effective adult support is:

- informed – delivered by adults who understand the pupils' individual needs
- knowledgeable about pupils' targets, the learning objectives and learning outcomes expected, and how to help the pupils achieve them
- skilled – trained adults who have a good understanding of the subject and teaching and learning strategies employed
- alert to the class teacher's agreed 'ground rules' (for example, for talk in the classroom)
- able to contribute towards the assessment for learning of particular pupils through observation and feedback to the teacher and pupil
- not about encouraging a dependency culture (as in 'I'm waiting for my helper').

# Reducing dependency

- Differentiate the learning objectives, if appropriate
- Brief the teaching assistant on what pupils are to learn, as well as the task they have to complete
- Modify/adjust aspects of the lesson to promote independence rather than using support from the teaching assistant
- Find opportunities for pupils to work with other adults or peers
- Ask the teaching assistant to model a task, answer pupils' questions, then move away to allow them to work independently
- Model ways of encouraging pupils to be more independent

# Roles and responsibilities

- Ensuring access
- Pre-tutoring
- Helping to manage behaviour
- Observing
- Supporting a group
- Preparing differentiated resources
- Using ICT
- Supervising
- Re-capping on teaching points
- Working in home language

# Interventions – whole-school & classroom

- Whole-school:
  - Provision mapping
  - time-tabled interventions for small groups and 1:1s, time-limited – usually 6 – 8 weeks
  - Literacy, Numeracy, social skills, language
- Class-room:
  - Planned interventions using TA or teacher to address a gap in learning in the subject
  - time-limited (within a lesson or across a series of lessons)
  - Small groups and 1:1s

# What makes an outstanding lesson?

- Lesson plans – clear and realistic about the key learning for pupils within the limited time available in individual lessons
- Teaching – flexible and responded to pupils' needs as the lesson develops
- Tasks – meaningful, giving pupils real audiences and contexts where possible
- Pupils – given adequate time to think, plan, discuss, write, and test out ideas
- Teachers take action, where necessary to support and challenge groups of pupils with different abilities
- *Planned and effective use of TAs*

(Moving English forward – Ofsted, 2012)



**Outstanding teachers and other adults consistently mark and engage their pupils in high quality dialogue. Pupils understand in detail how to improve their work**

Outstanding teachers:-

- Engage in high quality dialogue with pupils to:-
    - challenge pupils' understanding of their work.
    - inspire and encourage pupils to produce their best work.
    - engage and involve all pupils in the lesson.
    - listen and deal with pupils' concerns and problems.
  - Frequently mark and assess their pupils' work rigorously to:-
    - inform pupils of their progress and attainment.
    - correct mistakes, including those in English.
    - give pupils guidance on how their work may be improved.
    - enable pupils to successfully repeat work to achieve a higher grade.
- 



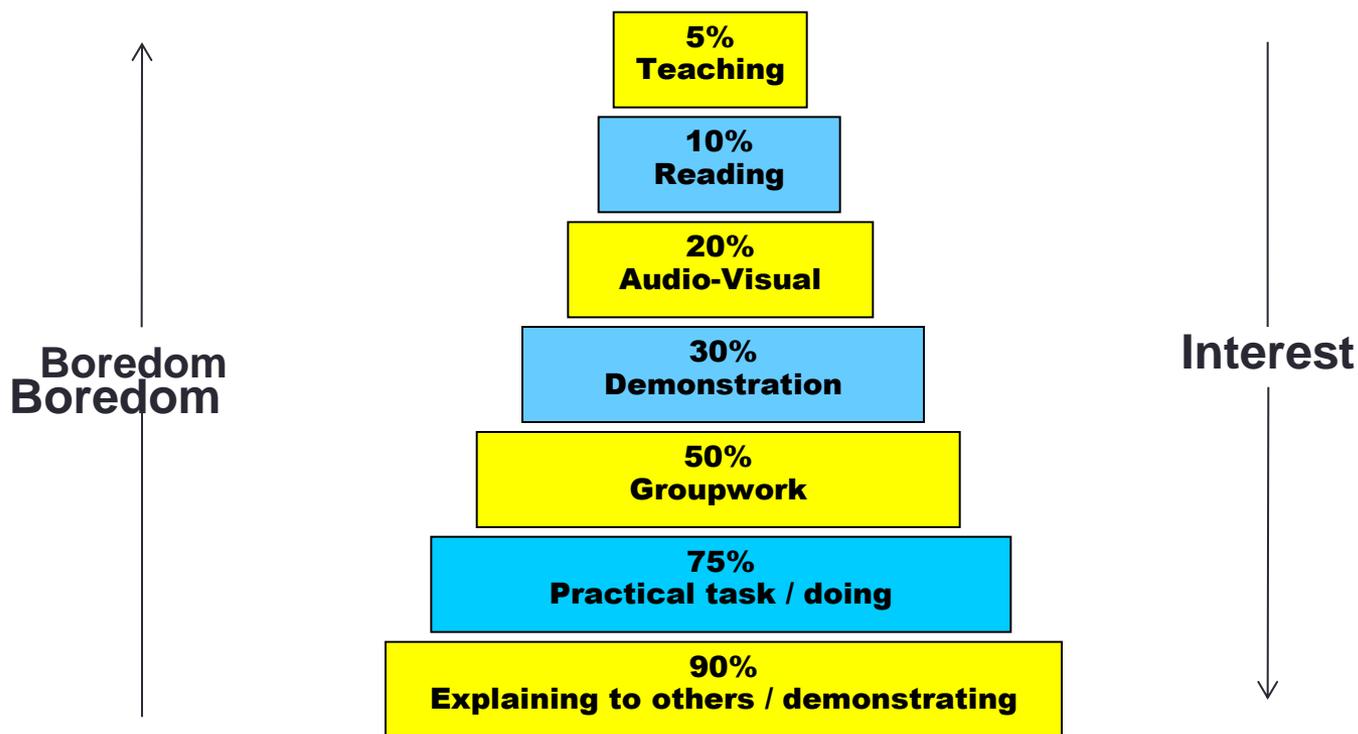
**Outstanding learning and progress - when pupils acquire knowledge, develop understanding and learn and practice skills exceptionally well**

Outstanding teachers give exceptional opportunities to learn:-

- Information skills – to locate and collect relevant information.
  - Reasoning skills - to enable pupils to give reasons for their actions and opinions, to draw inferences and make deduction.
  - Enquiry skills – to define problems, plan what to do and how to research.
  - Creative skills – to generate and extend ideas, look for alternative solutions and apply imagination.
  - Evaluative skills – to evaluate information and judge what they read, hear and do.
- 

# Outstanding teachers use the most effective teaching methods routinely to ensure exceptional progress

Use a good variety of teaching methods to challenge pupils, maintain pupils concentration and interest, and promote exceptional learning.



# Strategies for promoting independent & collaborative learning

- Clear learning objectives and success criteria
- Scaffolded research tasks
- Writing frames
- Structured ICT tasks
- Allocated roles within a learning group
- Group ground rules
- Structured activities – based on Bloom's taxonomy
- Range of means to record outcomes
- Peer mentoring and peer assessment
- Peer assisted learning

<http://www.teachers.ash.org.au/researchskills/dalton.htm>



Our Clothes  
Peg Challenge





# Key features of differentiation

**Planning for individual needs**

**Planning for interventions**

**Knowledge of SEN & EAL**

**Planning for support**

**Effective communication – adults and pupils**

**Differentiated questions**

**Independent & group learning**

**Enquiry based learning**

**Continuous use of assessment for learning strategies**

**Modelling & explanation**

**ICT to enhance learning**

# Differentiated Questioning

- Questioning using Bloom:

## Key Questions (Using Bloom's Taxonomy)

Cognitive Objective	Key verbs to use when questioning
<b>Knowledge</b> - to find or remember information	Tell, uncover, show, list, locate, repeat, define explain, investigate, recall, name, point to
<b>Comprehension</b> - to understand information	Summarise, relate, experiment, simple comparisons, demonstrate, explain, reword, discuss
<b>Application</b> – to use information	Try, diagram, perform, make a chart, put into action, build, report, employ, relate, draw, construct, adapt
<b>Analysis</b> – to take information apart	Study, combine separate, categorise, detect, examine, inspect, discriminate, take apart, generalise, compare, analyse, scrutinise.
<b>Synthesis</b> – to create new ideas or things	Hypothesise, predict, create, invent produce, modify, extend, design, formulate, develop, build, compile.
<b>Evaluation</b> – to make judgements about knowledge	Interpret, justify, decide, criticise, judge, solve, rate, assess, appraise.

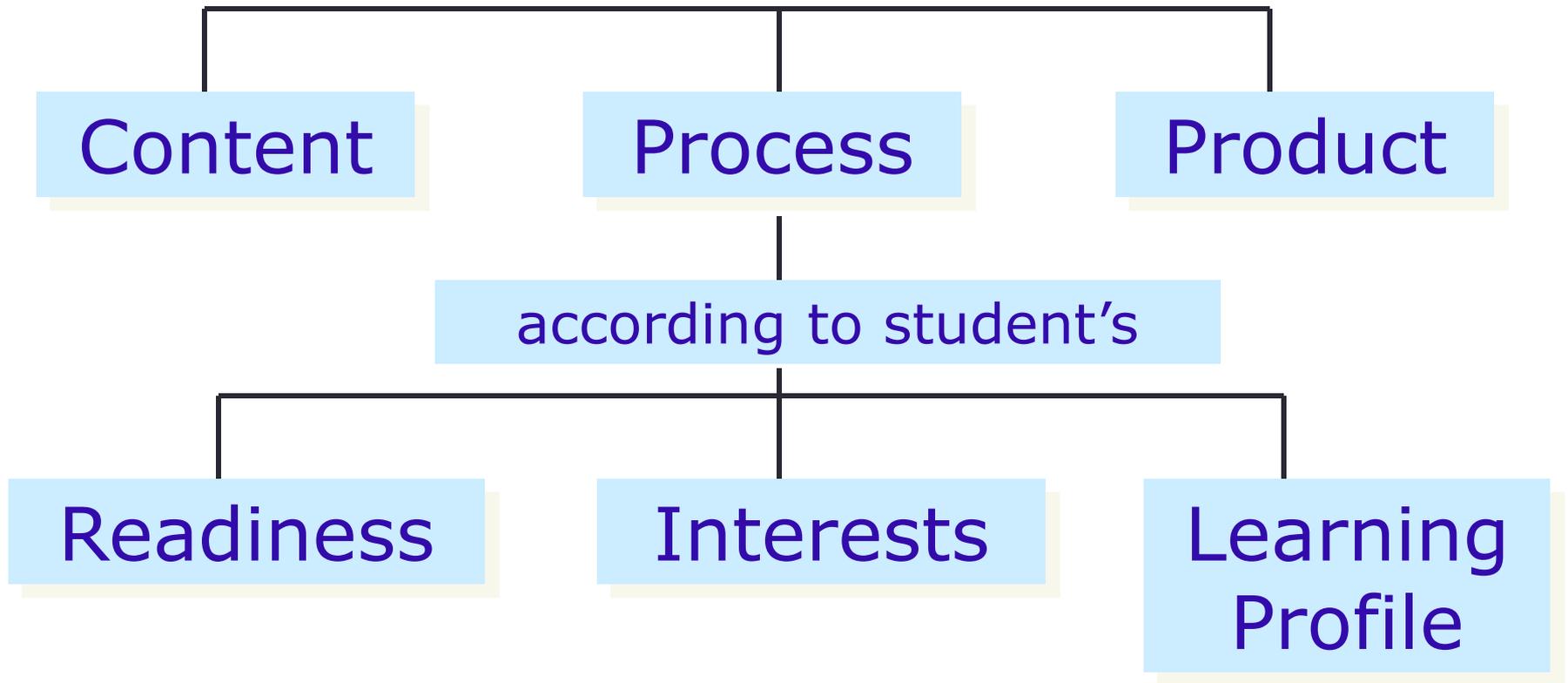
- Mini plenaries

# Activity 4: Questioning activity:

- Think of a year group/topic in your subject.
- Develop a set of questions for the topic that will require the students to provide an answer for each of the Bloom's categories

# Teachers can differentiate

From 'How to Differentiate Instruction in Mixed-Ability Classrooms' by C.A. Tomlinson

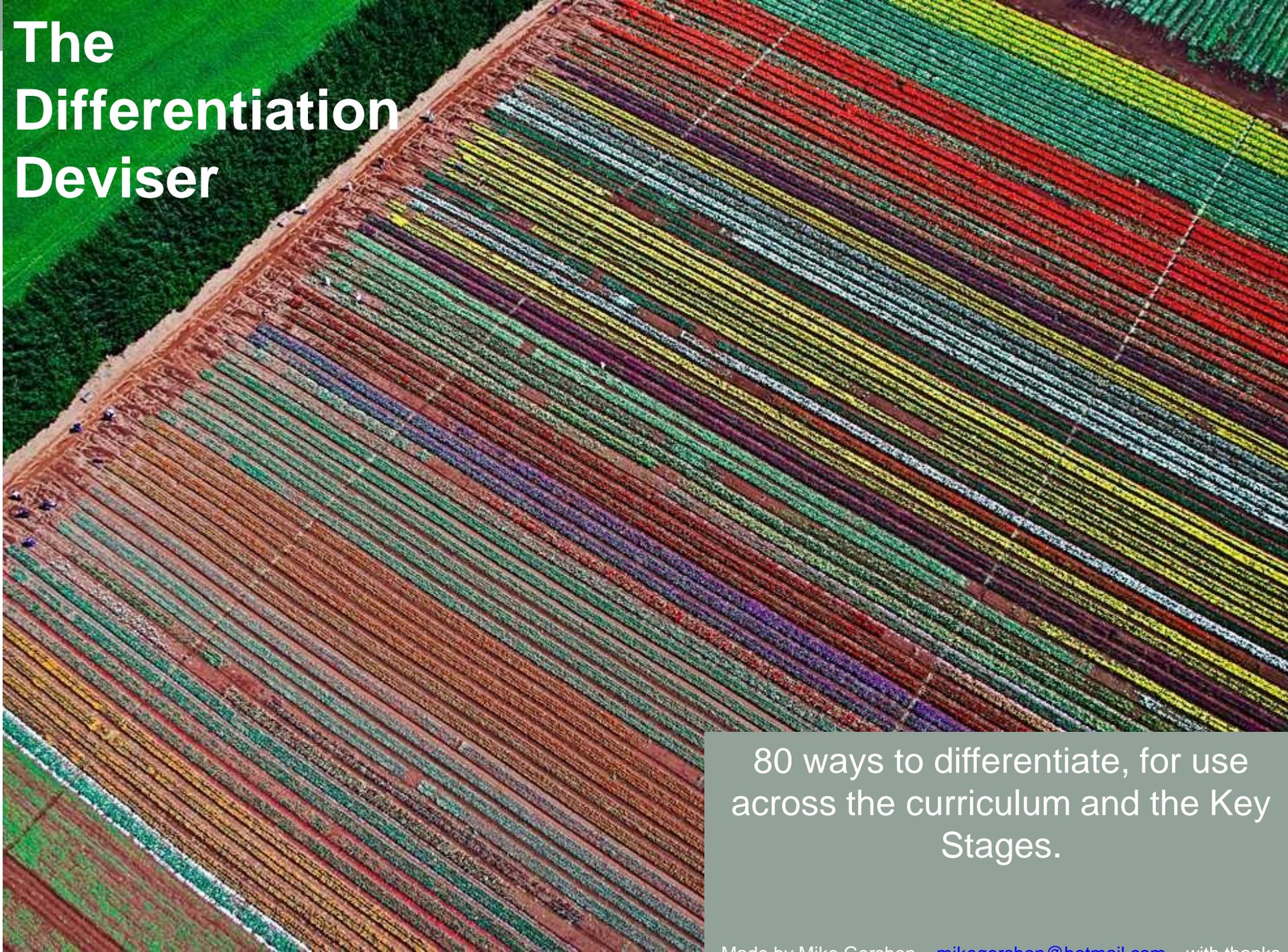


through a range of instructional and management strategies...

# Elements of differentiation

- By outcome (with differentiated resources / scaffolding to achieve an outcome)
- Activities designed for different ability groups
- Differentiation by task design (Bloom's taxonomy)
- Differentiated questioning (Bloom's taxonomy)
- Active / enquiry based learning (mixture of collaboration and independent working)
- Pupil led learning
- DARTS activities

# The Differentiation Deviser



80 ways to differentiate, for use  
across the curriculum and the Key  
Stages.

# The Differentiation Deviser

<a href="#">Keywords</a>	<a href="#">Simple Language</a>	<a href="#">Keyword Display</a>	<a href="#">Images</a>	<a href="#">Keyword Discussion</a>
<a href="#">Exemplify</a>	<a href="#">Keyword Context</a>	<a href="#">Antonyms</a>	<a href="#">Modelling Conversation</a>	<a href="#">New</a>
<a href="#">Words</a>				
<a href="#">Dictionary Champions</a>	<a href="#">Task Explanation</a>	<a href="#">Seating Plans</a>	<a href="#">Hot-Seating</a>	<a href="#">Students</a>
<a href="#">Teaching</a>				
<a href="#">Envoys</a>	<a href="#">Socratic Dialogue</a>	<a href="#">Confidence Indicators</a>	<a href="#">Expert Corner</a>	<a href="#">Helpers</a>
<a href="#">Model Answers</a>	<a href="#">Photocopy Good Work</a>	<a href="#">By Outcome</a>	<a href="#">Open Activities</a>	<a href="#">Prior</a>
<a href="#">Knowledge</a>				
<a href="#">Stepped Activities</a>	<a href="#">Options</a>	<a href="#">Choices</a>	<a href="#">Extensions</a>	<a href="#">Wonder Wall</a>
<a href="#">Group Work</a>	<a href="#">Pair Work</a>	<a href="#">Discussion</a>	<a href="#">Personal Experience</a>	<a href="#">Pace</a>
<a href="#">Yourself</a>				
<a href="#">Card Sorts</a>	<a href="#">Match Group Rank</a>	<a href="#">Buzz Groups</a>	<a href="#">Design Brief</a>	
<a href="#">Worksheets</a>				
<a href="#">Visits and Visitors</a>	<a href="#">Student Presentations</a>	<a href="#">Case Studies</a>	<a href="#">Discovery Learning</a>	
<a href="#">Experiments</a>				
<a href="#">Question Range</a>	<a href="#">Question Planning</a>	<a href="#">Justify</a>	<a href="#">Open and Closed</a>	<a href="#">Clarification</a>
<a href="#">Challenging Questions</a>	<a href="#">Students Ask Questions</a>		<a href="#">Serial Questioning</a>	<a href="#">Thinking Time</a>
<a href="#">Individual Questioning</a>				

## **What it looks like:**

**Educational inclusion is about creating a secure, accepting, collaborating and stimulating school in which everyone is valued, as the foundation for the highest achievement for all students**

**IB Profile statement**

**In an inclusive school:**

- the inclusive ethos permeates all school policies so that they increase learning and participation for all students**
- school practices reflect the inclusive ethos and policies of the school**

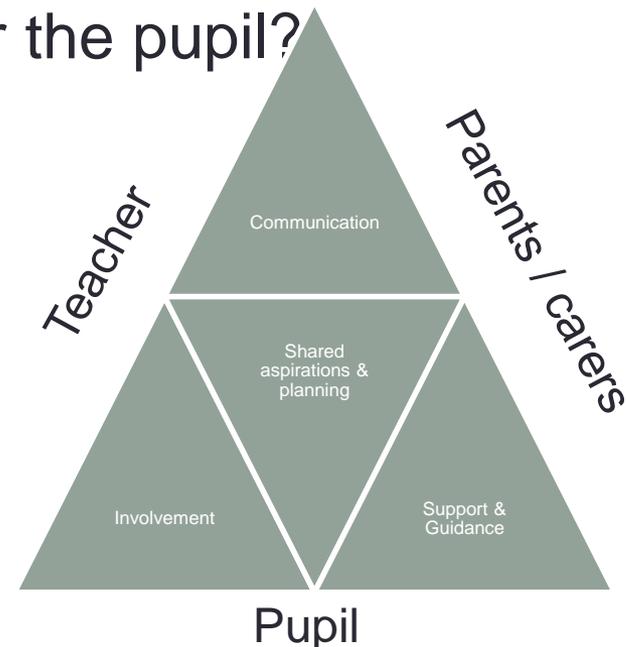
# Planning the classroom environment

- identify learning styles of students
- identify and review layout of the classroom
- consider access to resources
- review displays and notices
- consider framework for whole class, small group and individual approaches



# Parental engagement for inclusion

- Do parents know what their child is learning?
- Do parents know how they can help their child in the learning task?
- Do parents have the resources to help their child in the learning task?
- Are there shared ambitions for the pupil?
- The class teacher's role:



## Activity 5: Discussion points – what strategies have you used for.....

- Extending speaking and listening?
- Developing your own and students' questioning skills?
- Including students who are dyslexic?
- Developing writing skills?
- Ensuring that students learn to work collaboratively?
- Planning for needs of Pupil Premium pupil groups

## **Outstanding learning and progress outcomes**

- **Exceptional gains in skills, knowledge and understanding**
- **High productivity, quality and very good quality of work**
- **Work independently and collaboratively**
- **Excellent concentration, rarely off task even for extended periods without direction**
- **Pupils are resilient when tackling challenging activities**
- **Pupils show keenness and commitment to succeed and grasp opportunities to extend and improve learning**
- **Confidently explain what they have learnt and why**
- **Know how today's work relates to what they have done in the past**
- **Ask questions about their work that reflects their high attainment.**
- **Know how well they are doing and how they can improve.**
- **Are very clear about the criteria used to assess their work.**
- **Know their learning targets.**
- **Can apply new ideas to different contexts –like problem solving**

# What do effective 'inclusive schools do?

- “The most effective schools do not take educational inclusion for granted.
- They constantly monitor and evaluate the progress each student makes.
- They identify any students who may be missing out, are difficult to engage or are feeling in some way apart from what the school seeks to provide.
- They take practical steps in the classroom and beyond to meet students needs effectively
- They promote tolerance and understanding in a diverse society”
- They include students in all aspects of school life including extra curricular activities

# Self-evaluation of closing gap strategies

- within own school/dept/sphere of influence
  - Pupil progress tracking
  - Monitoring impact of interventions
  - Pupil voice
  - Parental feedback and engagement
  - Improvements in attendance and well-being
  - Improvements in behaviour and attitudes
  - Sharing of good classroom practice
  - Learning walks, scrutinies of work
  - Case studies / projects for inclusion / closing the gap – groups or individual pupils

# Reflection 1

- Consider three (3) ideas and/or strategies that you could apply in your classroom
- Name the students you are considering
- Discuss how you are going to apply your knowledge with at least one person from your faculty/department

# Reflection 2

- Action plan for promoting inclusion in my sphere of influence
- 3 things I am going to do in the next week
- 3 things I am going to do in the next month
- 3 things I am going to do by the end of next term