

Main Category: Cognition and Learning

Sub category: General (MLD)

1. Use TA for pre-tutoring – preparing pupil for a task so that they come to it already knowing the key vocabulary and concepts
2. Link new learning to what pupil already knows – e.g. start lesson with class mind map of what they already know about a subject
3. Tell pupils the three key points of the lesson, teach them and recap on them at the end
4. Break new learning down into small steps
5. Provide multiple examples of new concepts, and take these examples from children's own real-life experience rather than talking in the abstract.
6. Use visual and kinaesthetic learning - learning from pictures, diagrams, mind-maps, using practical equipment, handling objects, moving and doing rather than sitting.
7. Use scaffolding – having a peer or adult work alongside the pupil at first, then gradually withdraw as confidence grows, or having pupil finish a task that has already been part-done for them.
8. Use short simple instructions. Give one at a time and check for understanding. Write down and leave up instructions after saying them.
9. Question pupil after some other pupils have given examples of what is required.
10. Give pupil time to think, or to talk to a partner before answering a question, or say 'I'm going to come back to you in a minute to ask you xxxx.'
11. If pupil can't answer a question, scaffold/support till they can rather than saying 'Can anyone help x?'; echo back the pupil's answers in expanded form
12. Buddy the pupil with a more able peer
13. Have any text that the pupil will struggle with read to them by a 'study buddy' or TA
14. Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word
15. To help pupil extract the salient points from information they are given, use highlighter pens or provide cards telling them what they have to look out for on a visit, in a text or from sources such as film
16. Make learning strategies explicit by 'thinking aloud' yourself
17. Help pupil develop and generalise effective learning strategies – when successful, ask them to identify what they did to solve the problem/find the information
18. Model to the pupil that making mistakes is OK and a part of the learning process
19. Agree a private signal the pupil can use to show you they have not understood
20. Pair a higher attaining group with a lower attaining one and provide a range of collaborative activities so pupils can help one another
21. Prepare pupils for writing – have them work in a group with you or a TA to rehearse orally what they want to say, then plan the writing together
22. Enable pupil to record their ideas using alternatives to writing: PowerPoint presentations, making posters, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps, sorting statements or pictures into categories

23. Use software that supports writing , with on-screen word grids from which they can choose the words they need

24. Scaffold writing:

25. Provide writing frames and templates (e.g. writing up a science experiment) to help structure thinking

26. Provide prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings

27. Provide clue cards.

28. Use cloze procedure (where the pupil fills in missing words in text)

29. Print off an IWB page used in whole-class session and have pupils add to it/annotate

30. Give homework instructions on a sheet and make time to explain them. Allocate a homework buddy they can ring if they need help ('phone a friend')