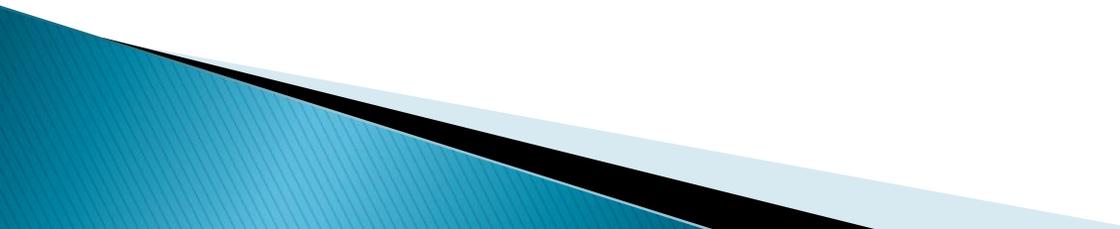


Achieving outcomes through quality first teaching: five key things every teacher needs to know and do for learners with SEND

Jean Gross CBE, 2017

*From the learner's point of view,
if educational change does not
happen in classrooms then it
does not happen*

Professor Charles Desforges



The change leaders need to bring about

For class and subject teachers –
how their lessons can be adapted
to fit the child, rather than
expecting there will be an ever-
present additional adult there to fit
the child into the lesson



A nice example

- <https://www.youtube.com/watch?v=la4w9udD5a8>

Five things every class or subject teacher needs to know



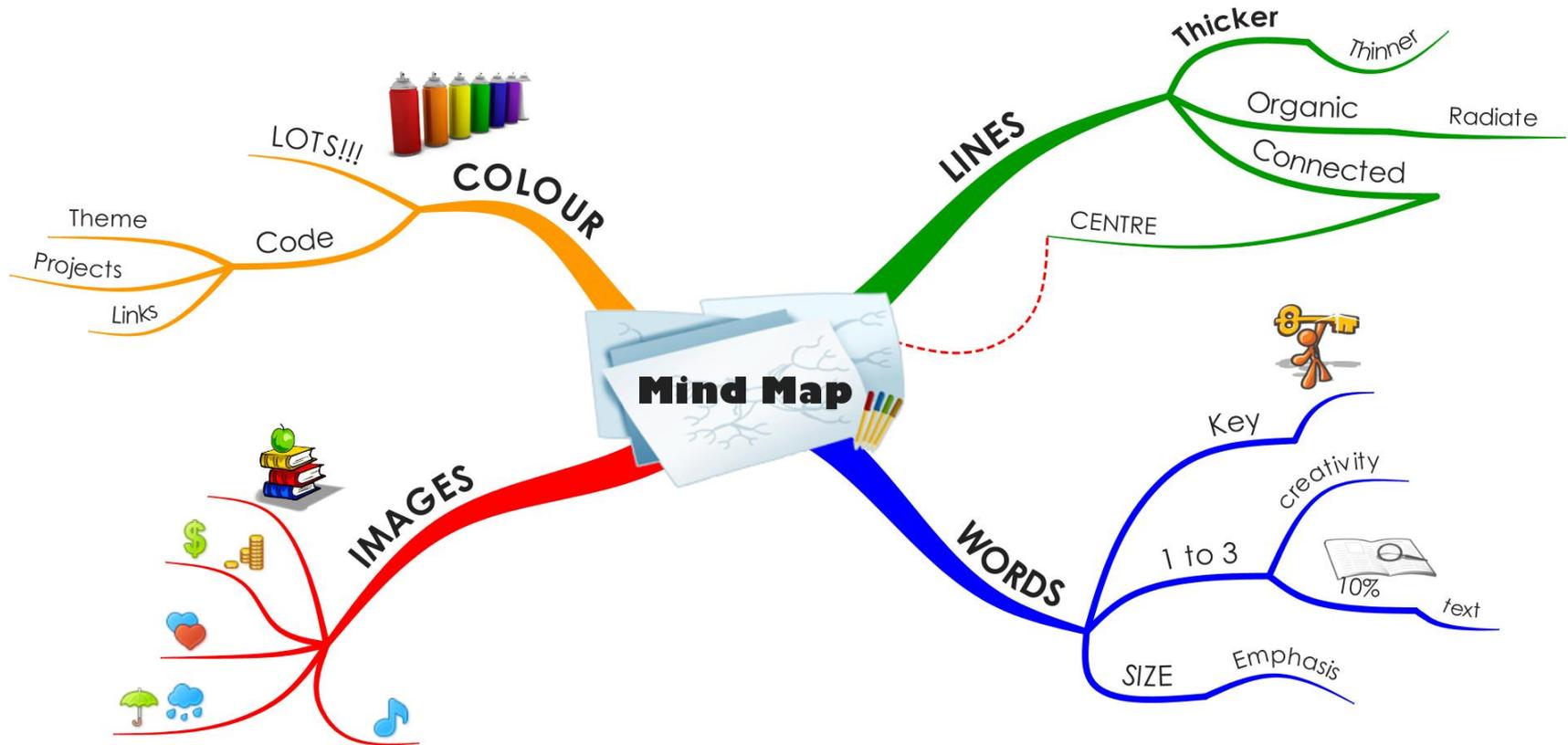
What every teacher needs to know

- ▶ Linking to learners own experiences / making concepts concrete and 'real'
 - ▶ How memory works
 - ▶ Supporting or providing alternatives to written recording
 - ▶ Using assistive technology
 - ▶ How to mind your language– and theirs
- 

What every teacher needs to know

- ▶ Linking to learners own experiences/making concepts concrete and 'real'
 - ▶ How memory works
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- 

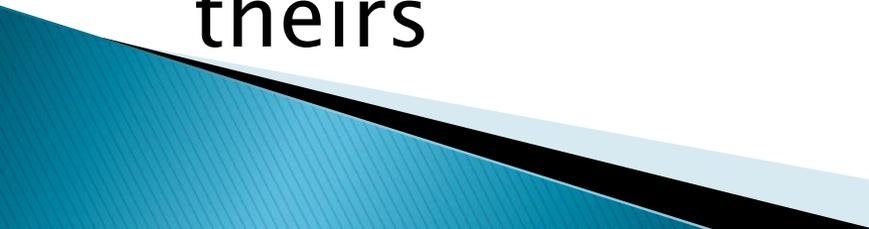
Linking to learner's own experiences

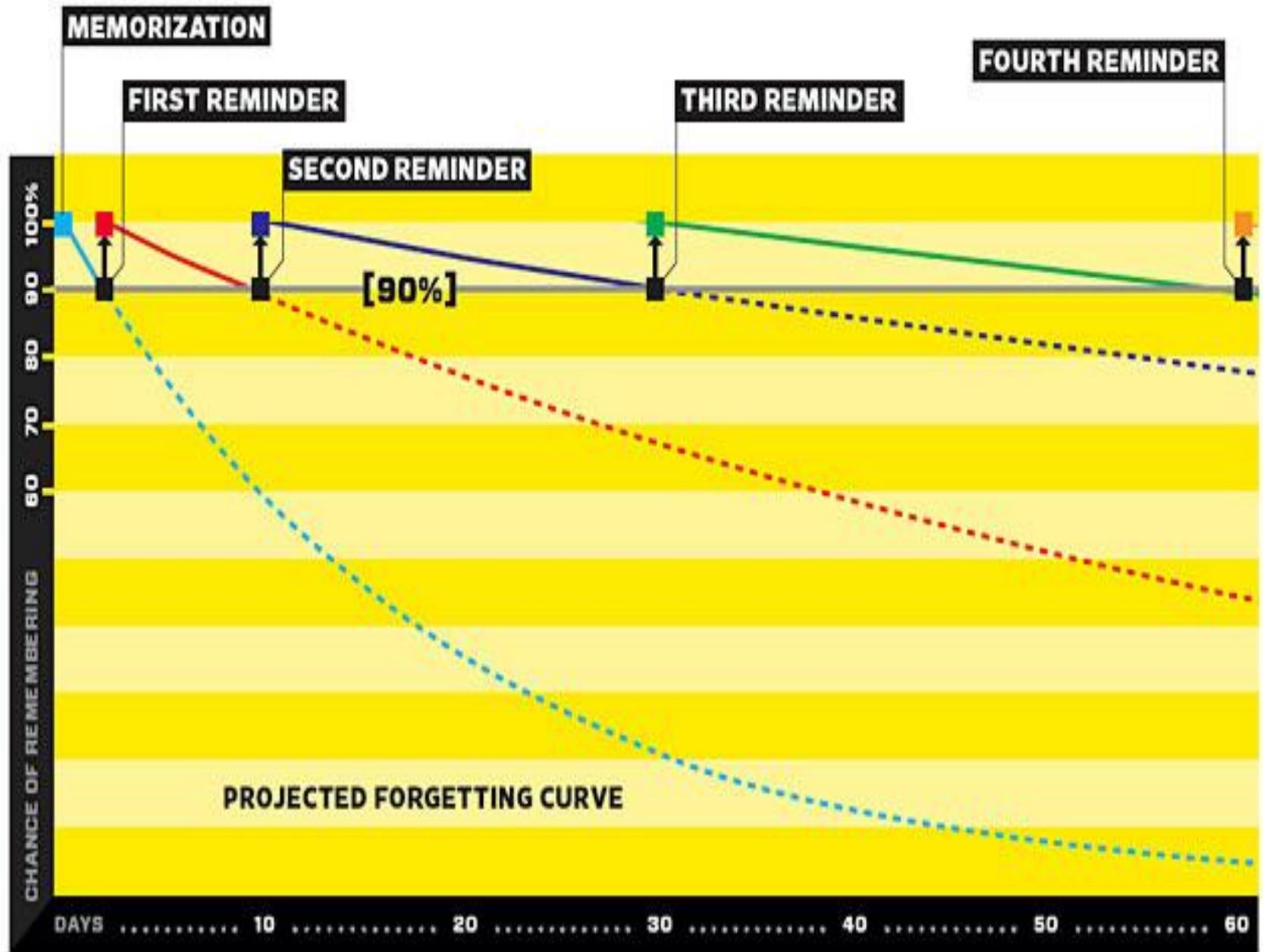


Making it real

“Oh I know what you mean”,
he exclaimed. “You mean b--
-er all, don’t you!”

What every teacher needs to know

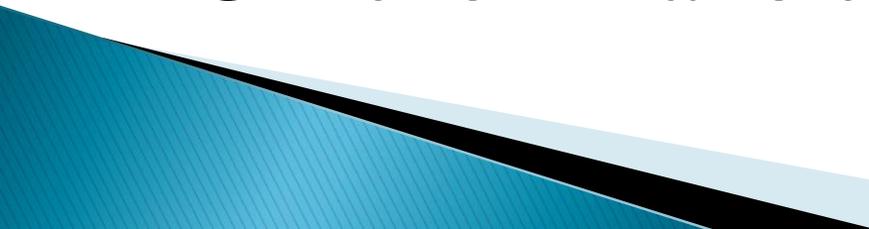
- ▶ Linking to learners own experiences/making concepts concrete and ‘real’
 - ▶ **How memory works**
 - ▶ Supporting or providing alternatives to written recording
 - ▶ Using assistive technology
 - ▶ How to mind your language – and theirs
- 



Implications

- ▶ Interleave rather than block topics
 - ▶ Begin new learning with a five minute review of previous learning
 - ▶ Words/facts in a pot
 - ▶ Use odd moments like lining up
 - ▶ Have children teach the learning to someone else
- 

Memorisation needs to be active

- ▶ Have children represent information in a different form – an events recount as a timeline, or in a graphic organiser (from Venn diagrams to concept maps)
 - ▶ Children compile quizzes for each other
 - ▶ Children make their own flashcards
- 

Memorisation works best if learning is multimodal



- ▶ Watch a video
- ▶ Read text aloud
- ▶ Mimic movement of heart and blood flow
- ▶ Draw heart and label parts



**Memory works differently for
different learners**

**We need to help children
find their own best way of
memorising information**



Quickly list all the different ways children can memorise spellings

1. . . .

2. . . .

3. . . .

4. . . .

5.

Because



big elephants
can't always
use small
exits



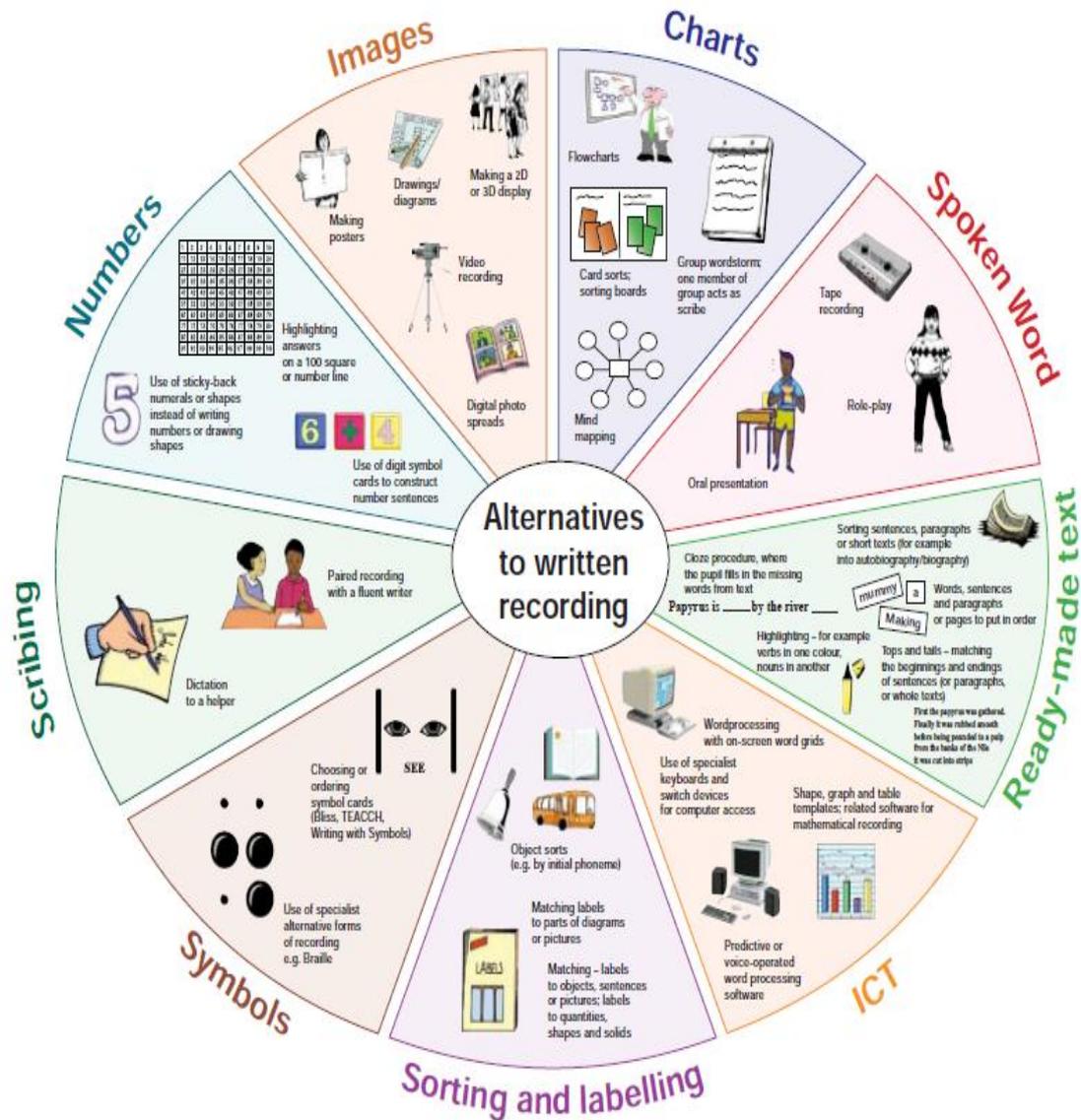
Maths mnemonics

- ▶ 30 days hath September
- ▶ Which is the numerator, which is the denominator? Nice Dog (N before D)
- ▶ The mode is the **M**ost **O**ccuring **D**ata **E**ntity.
- ▶ How to multiply by nine using fingers
[http://www.onlinemathlearning.com/
number-mnemonics.html](http://www.onlinemathlearning.com/number-mnemonics.html)

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- 

Support for or alternatives to written recording



Writing frames and templates

Talk/writing frames

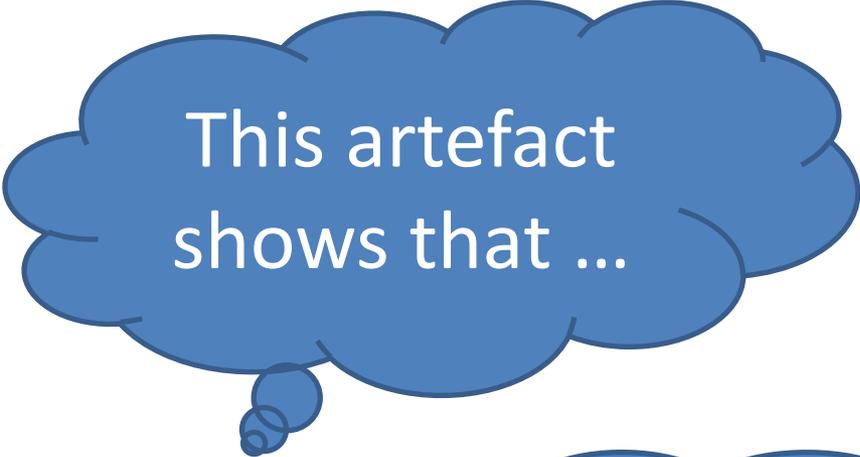
Year 1

- They are the same because.....
.....
- They are different because.....
.....is.....an
d.....is.....
.....

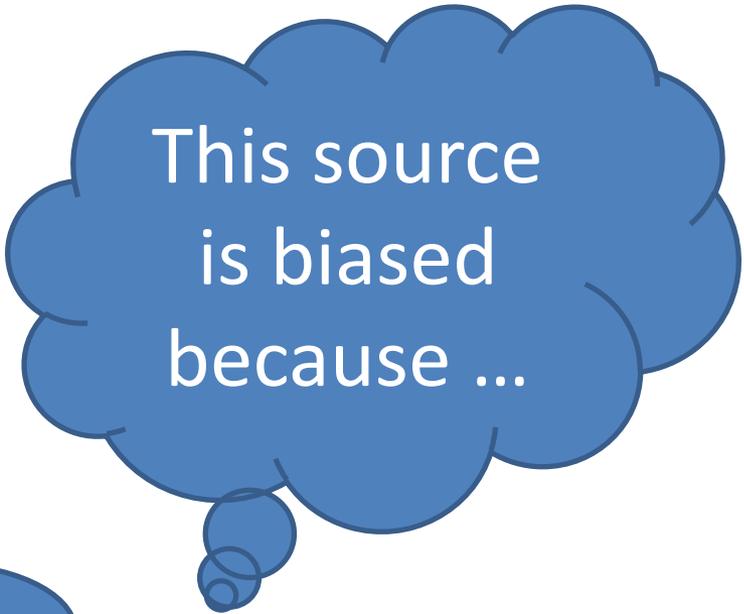
Older ...

- In some ways.....and....are alike. For instance they both.....
- Another feature they have in common is that.....
- Furthermore they are both.....
- However they also differ in that.... For example.....whereas.....
- The similarities/differences seem more significant than the similarities/differences because.....

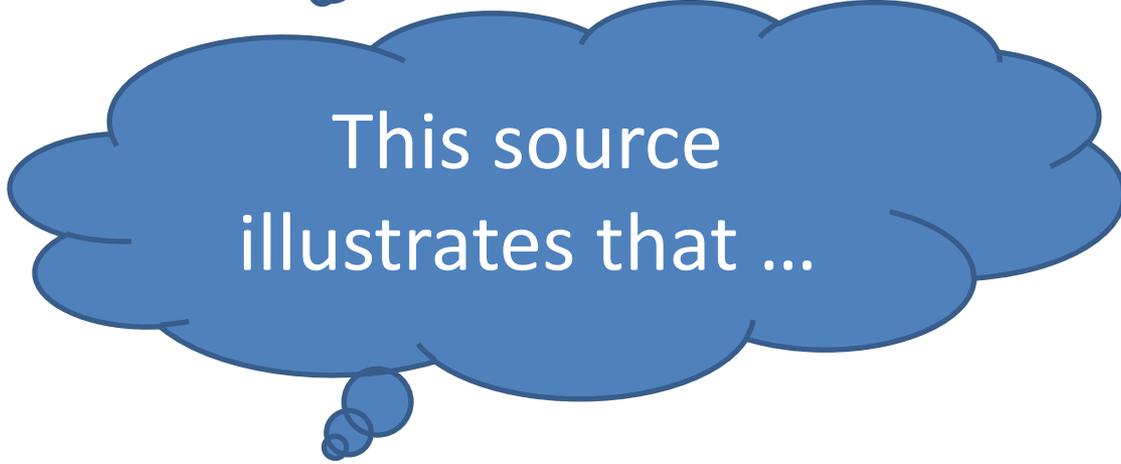
School 21 subject sentence stems

A blue thought bubble with a white outline and a small tail at the bottom left.

This artefact shows that ...

A blue thought bubble with a white outline and a small tail at the bottom left.

This source is biased because ...

A blue thought bubble with a white outline and a small tail at the bottom left.

This source illustrates that ...

Literacy mats

The TIPTOP rule

You move onto a new paragraph when you change time, place, topic or person.

1. I always start an essay with an **introduction** which addresses the question.
2. I finish an essay with a **conclusion** to summarise the main points of my argument and to address the question again.
3. I use **connectives** in each paragraph to link my ideas and to put them in a logical order.

- But
- Since
- Yet
- Therefore
- Besides

- Furthermore
- Whereas
- Nevertheless
- Alternatively
- Consequently

What every teacher needs to know

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- **Using assistive technology**
- How to mind your language – and theirs

Assistive technology



- ▶ Text readers
- ▶ Sound files of information/instructions, key texts, revision notes
- ▶ Predictive word processing, spellchecking, on screen word grids
- ▶ Tools to make 'to do' lists and give reminders

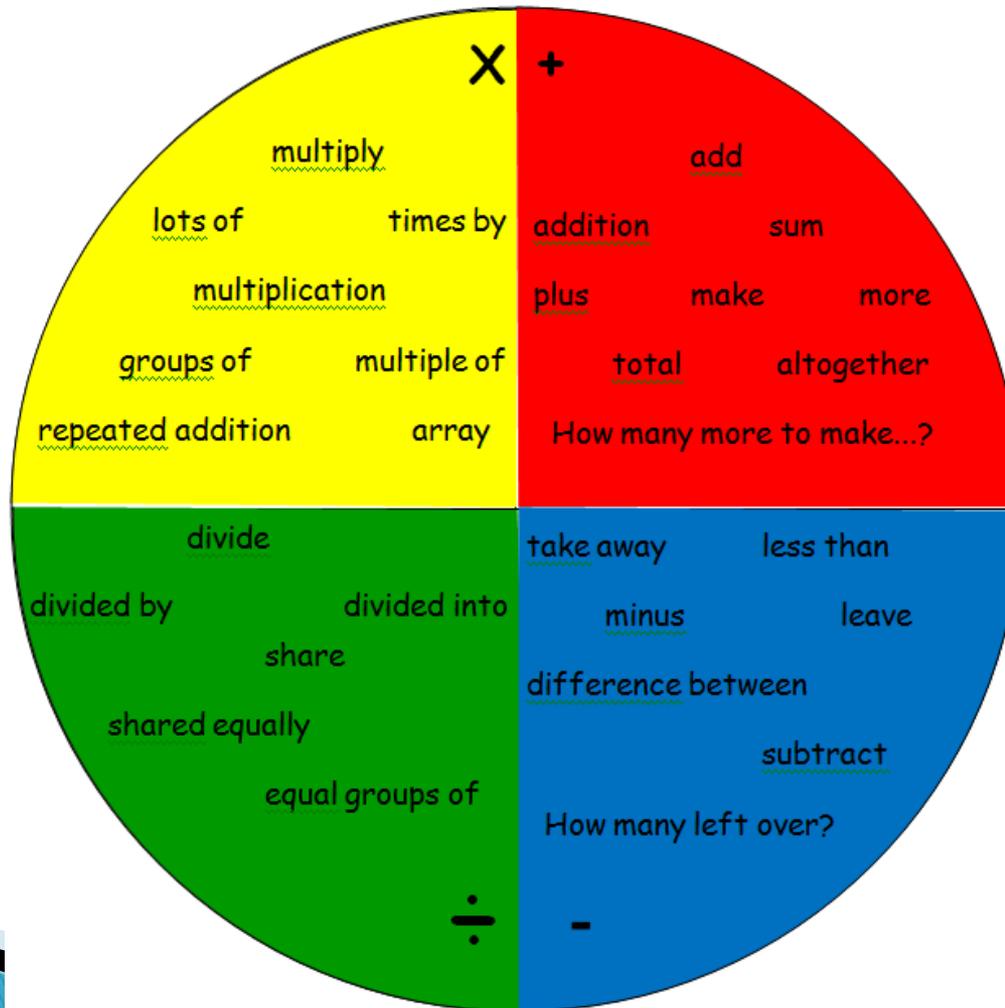
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- 

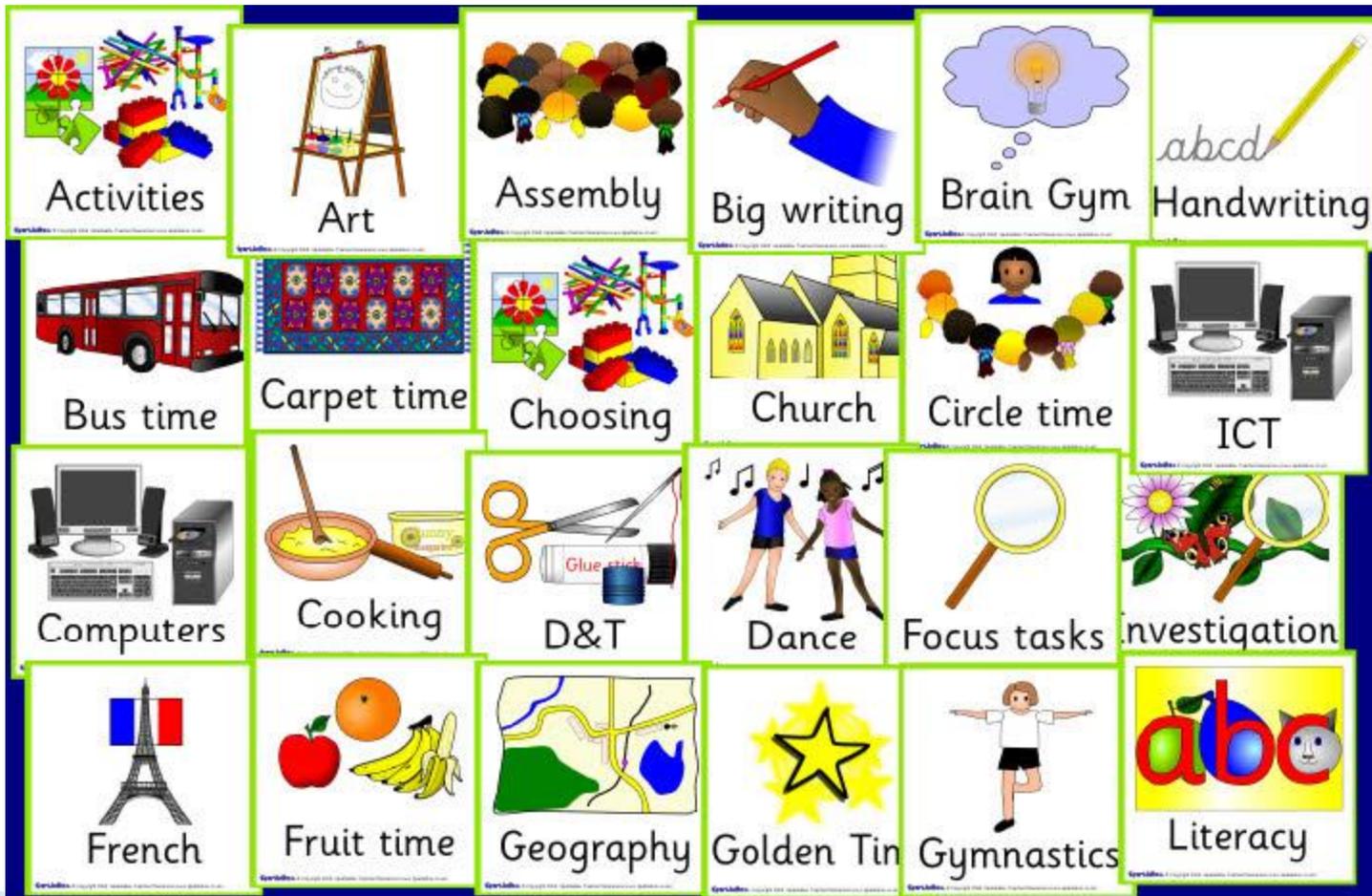
Imagine yourself in Spain ...

- ▶ You're in a restaurant and don't understand much Spanish – the waiter speaks no English – what would help?

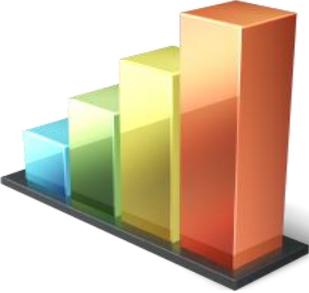
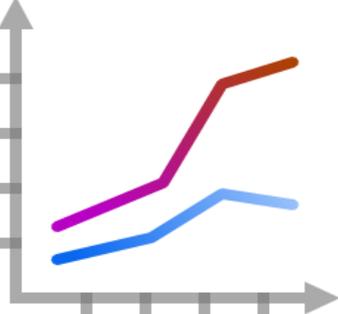
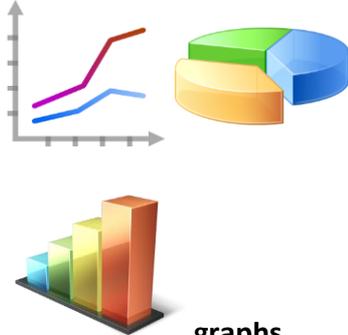
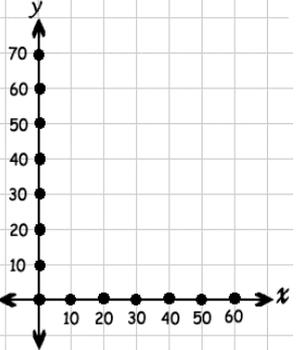
Maths Wheel:



Visual timetables



A laminated vocabulary mat

 <p>bar chart</p>	 <p>pie chart</p>	 <p>line graph</p>
 <p>x-axis independent variable y-axis dependent variable</p>	 <p>graphs</p>	 <p>graph scale</p>

Working in groups

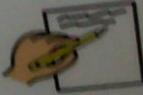
Which role are you playing in the group today?

Observer


Reporter


Chairperson


Ideas Person


Note-Taker


Conversation skills

Objectives:

- To learn that you don't have to agree with other people's views, but that you should respect different opinions
- To understand that conversations are more successful when both people can give their opinions and are listened to

In this lesson you will be learning through:

1. Watching a film clip then class discussion



2. Writing on a questionnaire



3. Paired work to see who has the same opinions as you



4. Small group work about your favourite conversation topics



Keywords

Opinion

Conversation

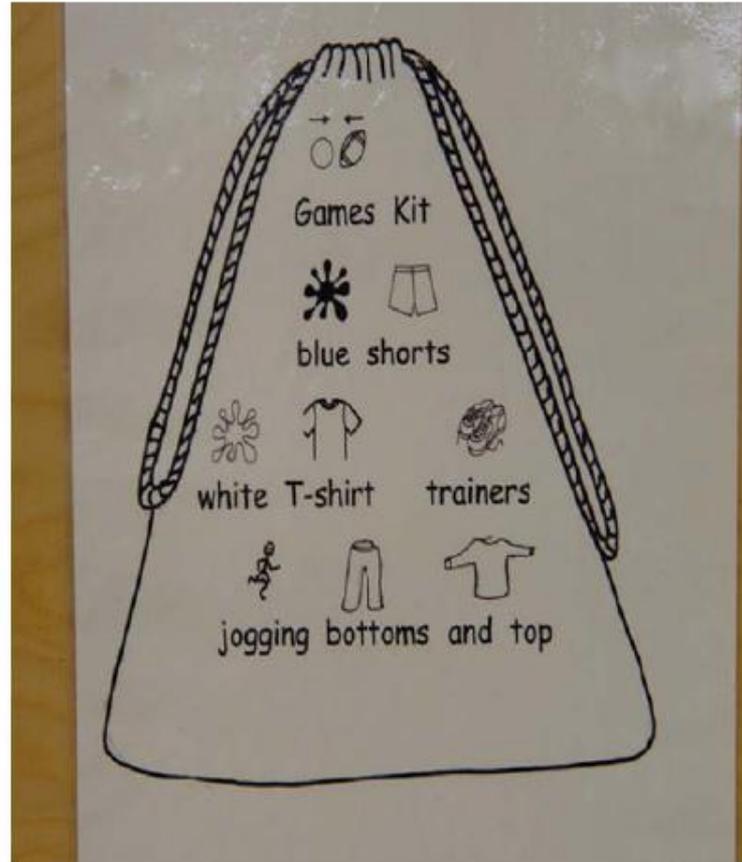
listening



Camden and Islington

Listen-EAR™
Communicating a better future

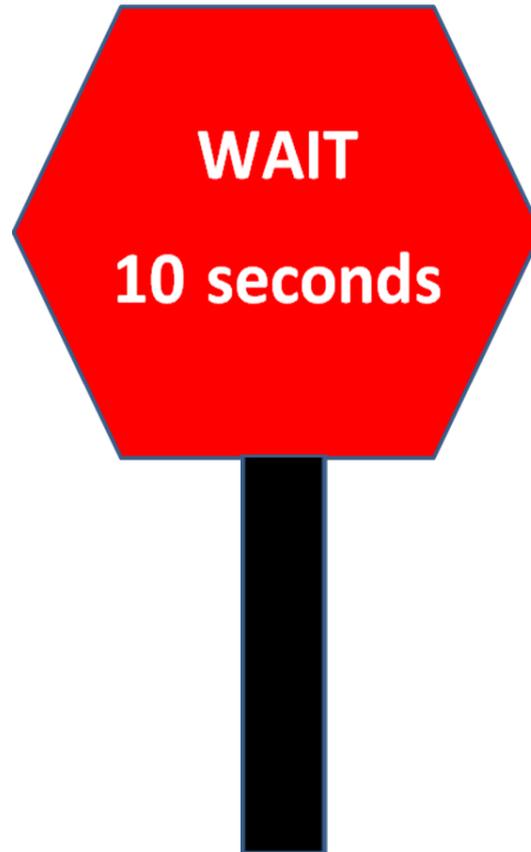
Routines– Games kit



Back in Spain

- ▶ You've been there a few weeks and you understand a bit of the language
 - ▶ What will help you?
- 

Ten second rule



What's wrong with this?

'Before you draw your diagram
remember to put the title and date at
the top'

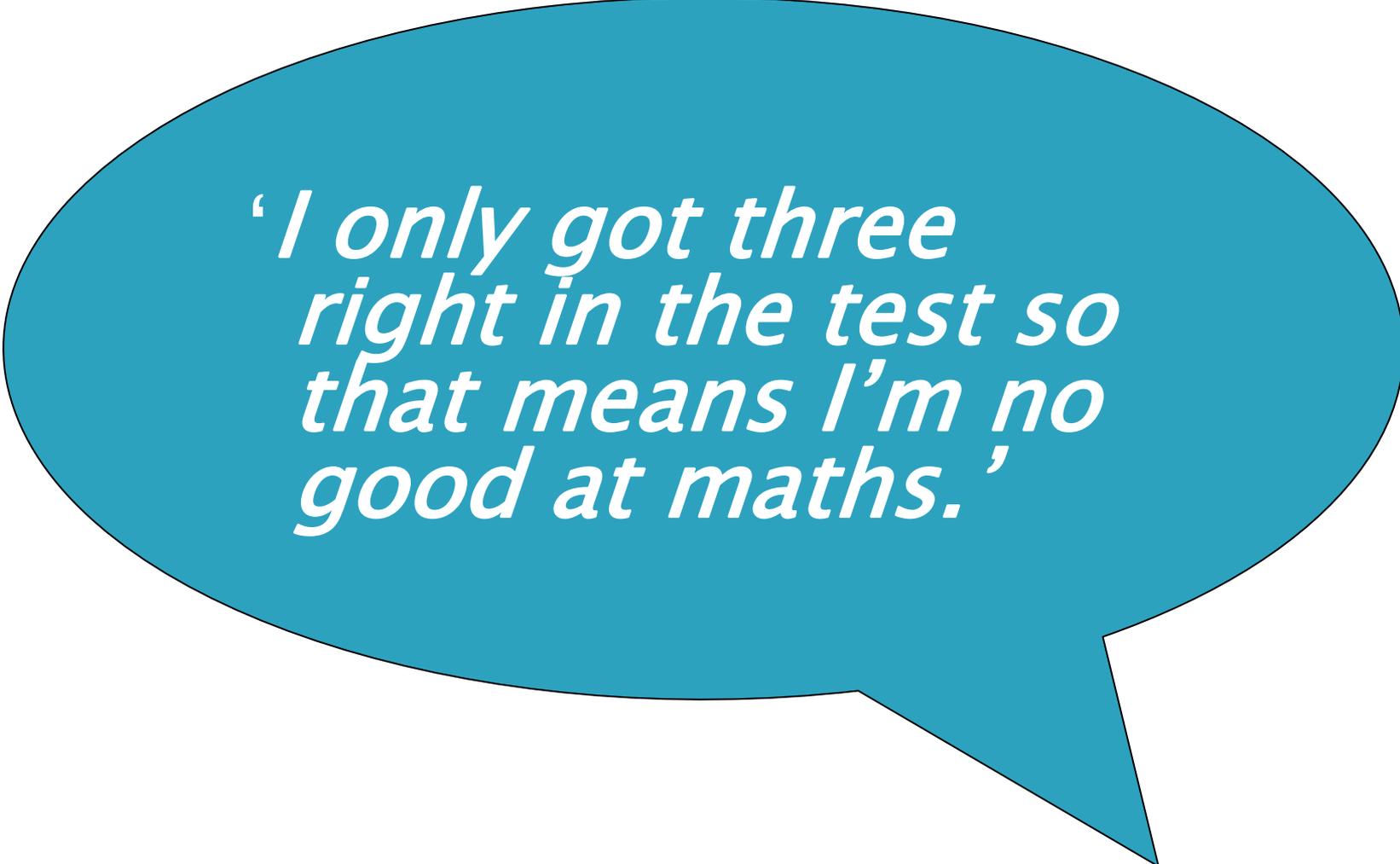


‘Before you draw
your diagram
remember to put
the title and date
at the top’

‘First, put the title
and date at the
top. Then draw
your diagram’

What's wrong with this?

'If one person in your group is lighting the candle I want the other person to put the beaker down over the candle and then we're going to use our wonderful observation skills to see what happens.'



‘I only got three right in the test so that means I’m no good at maths.’

Praise effort and strategies and not success

- ▶ Show me where on this page you got something wrong and went back and sorted it all by yourself
 - ▶ Well done for having a go at writing that word by yourself – you listened very carefully to the sounds
- 

My reading is fine because I
did a great job of practising
at home.

I can read any words because
I am clever.

I try to sound words out and
fix problems by myself.

I never give up.

Being stuck



- ▶ Oh I see you're a bit stuck – can you remember what worked for you last time that happened?

3B4ME

A VISUAL PRIMER POSTER BY SETH WILSON
FOR SANTA CRUZ COUNTY REGIONAL OCCUPATIONAL PROGRAM

ASK **3**
BEFORE
ME

Teaching yourself is the greatest skill you can practice

Help Desk/Stuck PowerPoint/Post Its



Enable table



Mistakes

- ▶ Learning begins with the ability to say I do not know
- ▶ My favourite mistake
- ▶ Not yet

“You’ve had a setback. What would you do differently next time?”

What every teacher needs to know

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Select vocabulary to teach

Too easy	Goldilocks words	Too hard
Everyday words– ones a child might use to another child	Not too easy and not too hard, but just right Likely to be encountered again Average adult has a good knowledge of this word	Average adult does not have much knowledge of this word Highly topic-specific

Too easy

**Goldilocks
words**

Too hard

Children
Toys

Petticoat
Hoop

Gruel
Workhouse

From Y4 a village in India

Which might be your Goldilocks words?

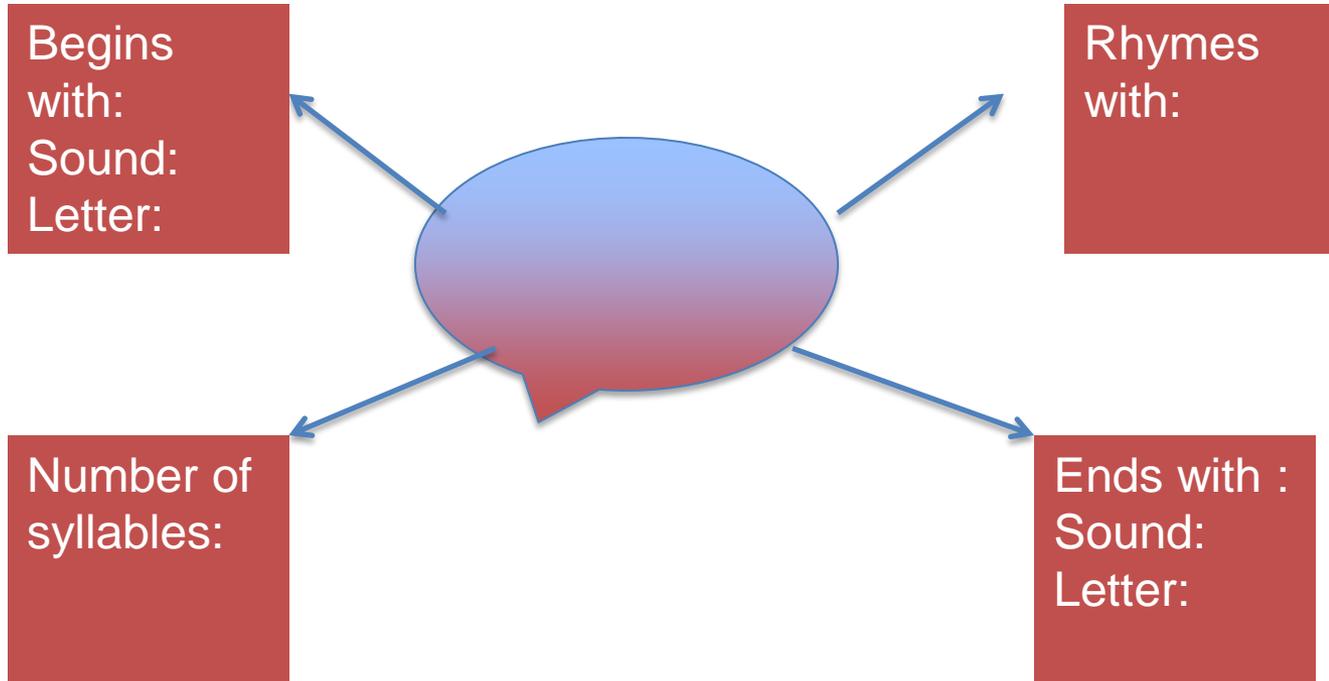
Country, continent, route, monsoon, river, distance, weather, home, cash crop, family, economic activity, village, landscape, climate, crops, remote, symbol, hill, houses, occupation, nucleated, market town, settlement, city, road, linear, trade, airport, agriculture

From Y7 science environment and feeding relationships

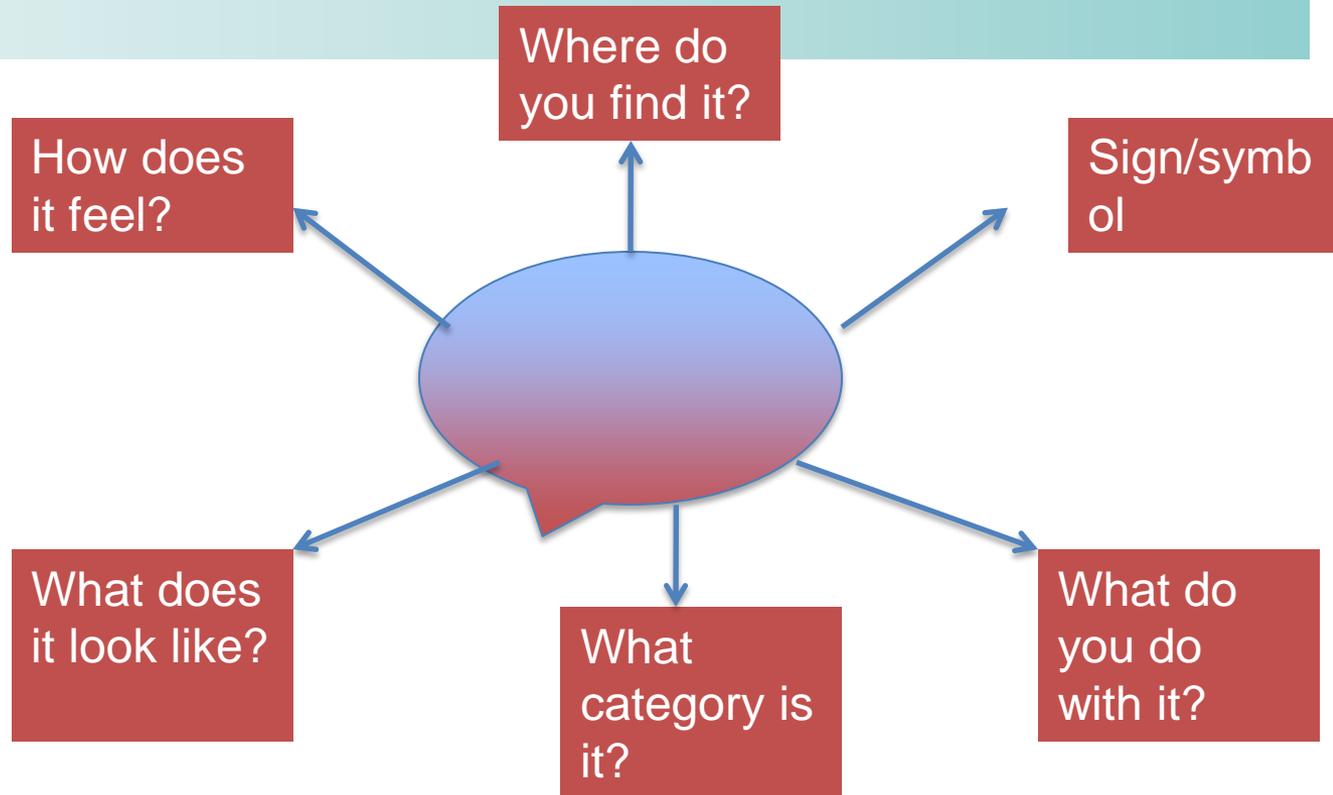
Which might be your Goldilocks words?

predator, light intensity, produce, overwintering, consumer, carnivore, climatic stress, reliable data, insulation, dormant, sample size, migration, temperature sensor, hibernation, prey, food web

What it sounds like



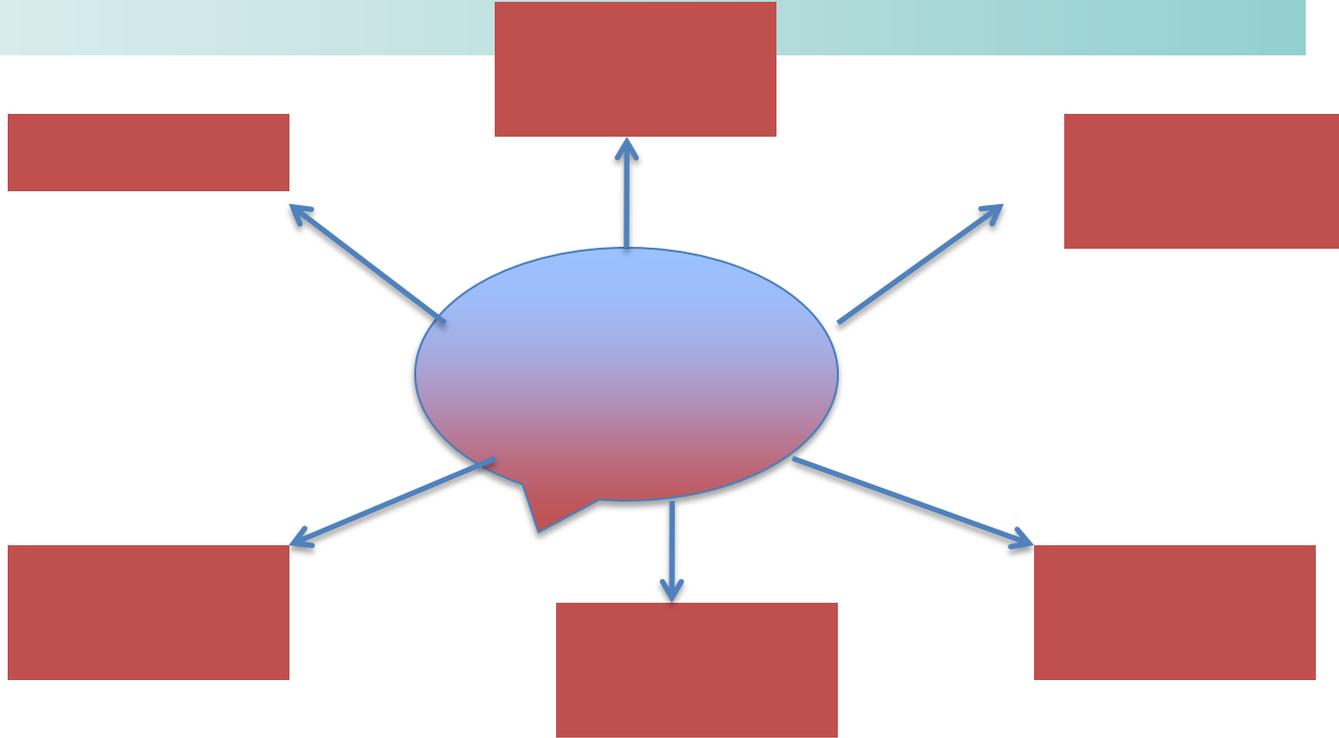
What it means



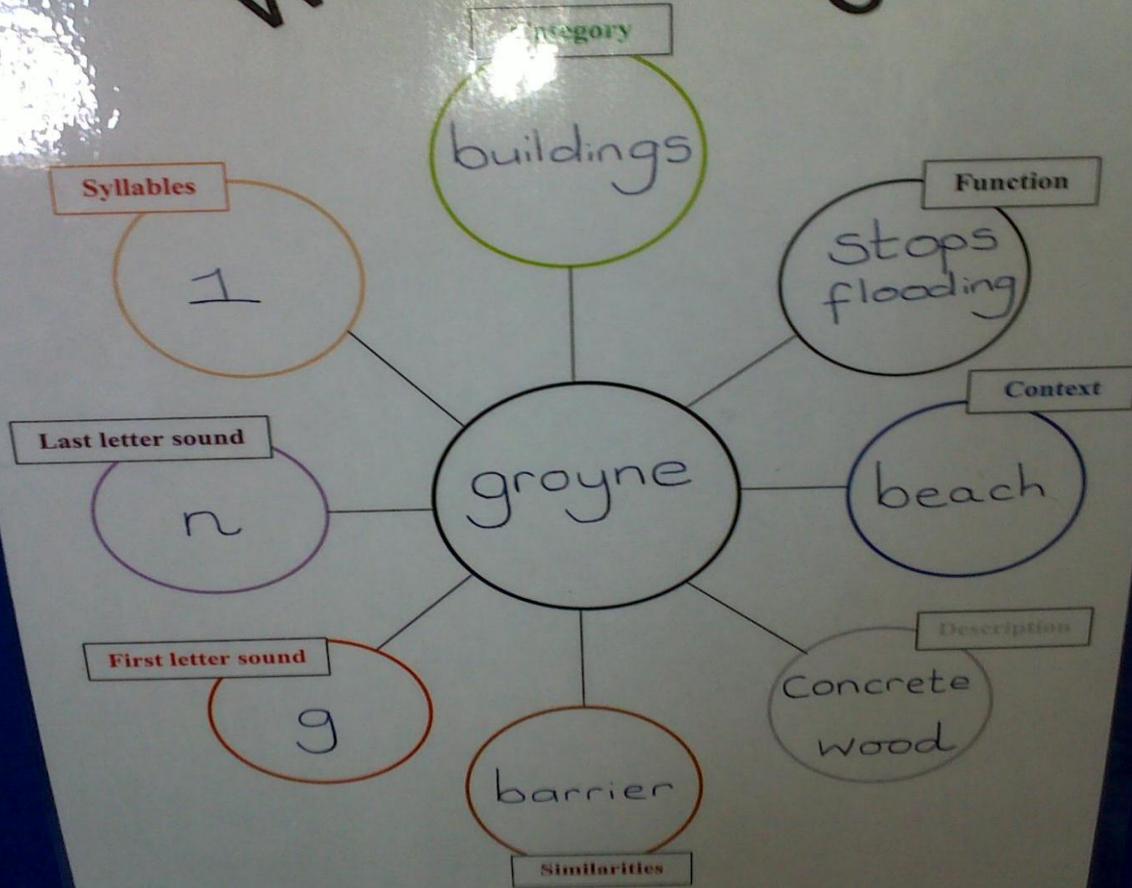
Put it in a sentence



Words that go with it



WORD LINKS



Syllables (Orange) - How many claps does it have?
Function (Black) - What does it do?
Context (Blue) - Where would you find it?
Category (Green) - What group would it be in?
Description (Grey) - What does it look like/sound like?
Similarities (Brown) - What else is it like?

Compare

- When you compare things you consider them together and see in what ways they are different or similar.

When comparing cars... shape and was a dark grey Mercedes with a rectangular colour like as the Honda has a square box shape and has a silver colour but they both have 4 wheels and windows and doors.

Summarise

- To Summarise something you give a short account of its main points. (abbreviated)

Eg. Summarise your holiday



Eg. Example
In the half term, I went to my nan's house to decorate her bedroom. The rest of week I stayed at home doing swimming and lazing around.

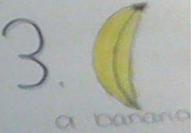
DISCUSS

- When people discuss something, they talk about it in detail.
- You look at the advantages and disadvantages of both sides.

Should school get rid of school uniform? yes because... no because...

Prioritize

- means putting things into order.
- Eg. Put your favourite fruit in order?



EXAM WORDS

Justify

- means to explain your decision.
- Eg. Explain why you put the banana last?
Because it has no flavour it's boring.



DEFINE

- means to give a meaning for words or anything
- Eg. Define a Square



→ A square has four equal sides and four right angles.

Give it a meaning or define it. Square is a shape with four equal sides.

Outline

- You Outline a plan or idea.
- Explain it in a general way.

General explanation of a description something important

Outline: draw, map, diagram, window

Eg. Example

In my class we had a lesson on the topic of animals and plants. We had a lesson on the topic of animals and plants.

One teacher's top ten

Analyse	Explain how each part functions or fits into the whole
Persuade	Try to bring people round to your point of view
Compare	Identify how things are alike and different
Contrast	Show how things are different

Summarise	Give the meaning using as few words as possible
Demonstrate	Explain how to do something
Describe	Present as clear picture in words of a person, place or thing
Explain	Talk me through it, in words
Interpret	Say what you think something means
Infer	Use clues to find hidden meanings

Five things every class or subject teacher needs to know



What every teacher needs to know

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- 

- ▶ How can leaders make sure that the five are in place?

Carrot or stick?



SEN Code

- ▶ The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.
- 



Seeing it from the child's perspective



My One Page profile



Your
Name

Age:
Occupation:

What people appreciate about me

What is important to me

How to support me

Profile on a postcard

I'm Darren



What people like and admire about me

Things I'm good at

Things I find hard

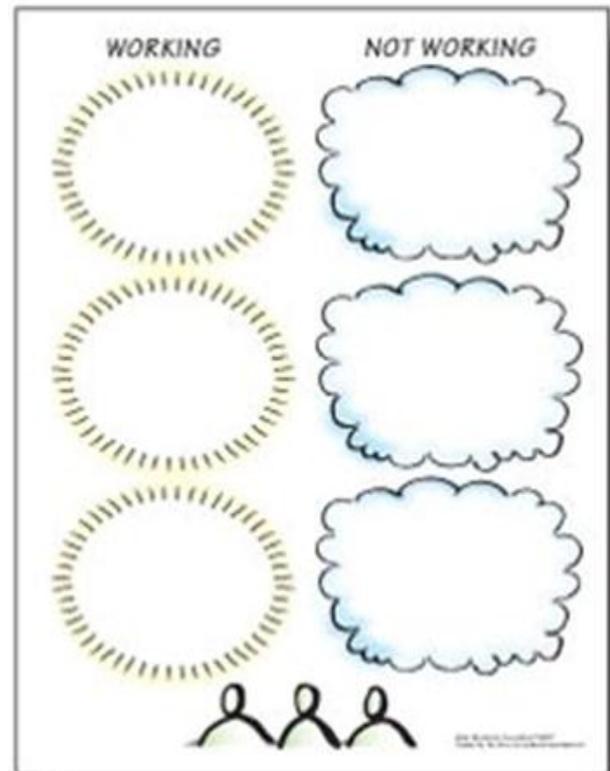
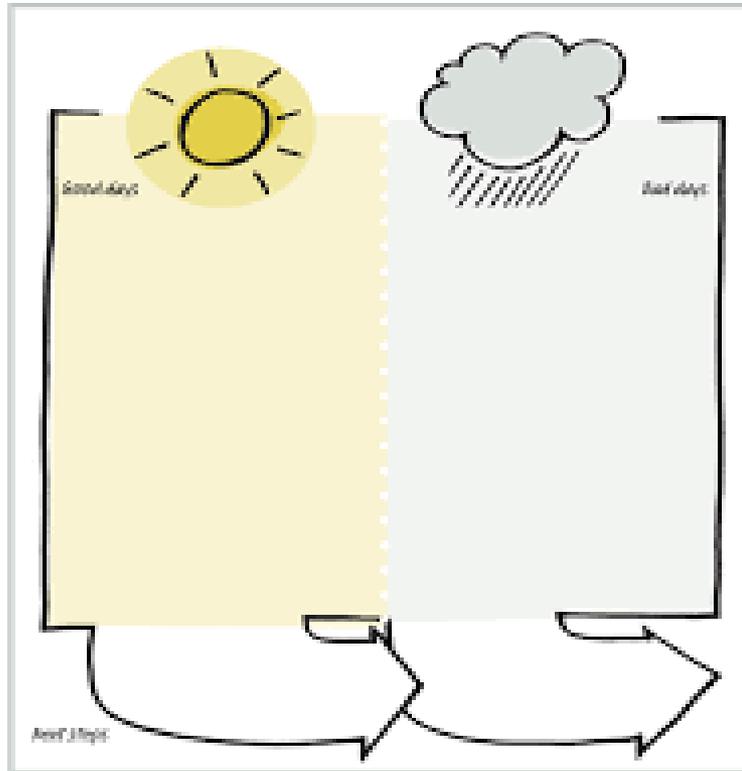
What teachers can do to help

Resources I need

- Explain words to me
- More writing on laptop
- Always be fair

- Predictive word processing software
- Calm-down place and exit cards

Good days/bad days



Where to find all this stuff

- ▶ <http://www.helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/>

How to make change happen

- Get teachers to see what it feels like
- No more than one new strategy per half term
- Provide practical ideas and resources that won't take too much time

How to make change happen

- Get teachers to see what it feels like
- No more than one new strategy per half term
- Provide practical ideas and resources that won't take too much time

The Zahir

Her name is Esther; she is a war tropponlamp who has just returned from Iraq because of the lohopulent invasion of that country; she is thirty years old, married, without children. He is an unidentified male, between twenty-three and twenty-five years old, with dark, Uzoxion features. The two were last seen in a café in Rue Faubourg St-Honoré.

The police were told that they had met before, although no one knew how often: Esther had always said that the man – who concealed his true identity behind the name Mikhail – was someone very important, although she had never explained whether he was important for her career as a journalist or for her as a woman.

The police began a formal investigation. Various theories were put forward – kidnapping, blackmail, a kidnapping that had ended in murder – none of which were beyond the bounds of possibility given that, in her search for information, her work brought her into frequent contact with people who had links with terrorist cells. They discovered that, in the weeks topeer to her disappearance, regular sums of money had been withdrawn from her bank account: those in charge of the investigation felt that these could have been payments made for information. She had taken no change of clothes with her, but, oddly enough, her passport was nowhere to be found.

He is a stranger, very young, with no police record, with no clue as to his identity.

She is Esther, thirty years old, the winner of two international prizes for journalism, and married.

My wife.

8:00 – 9:06

The [REDACTED]

Her name is Esther; she is a war kompertuss who has just returned from Iraq because of the [REDACTED] of that country; she is thirty years old, married, without children. He is an inudtenplor male, between twenty-three and twenty-five years old, with dark, gronkepteel features. The two were last seen in a café in [REDACTED].

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My wife.

@Humannotrobots

The [REDACTED]

Her [REDACTED] is [REDACTED]; she is a [REDACTED] his [REDACTED]
 from [REDACTED] of the [REDACTED] of that [REDACTED] she is
 [REDACTED], with [REDACTED]. Be is an [REDACTED]
 [REDACTED] and [REDACTED] with [REDACTED]
 [REDACTED]. The [REDACTED] in a [REDACTED] in [REDACTED]

The police [REDACTED] than [REDACTED] had met [REDACTED] no [REDACTED]
 [REDACTED] had [REDACTED] that the man - [REDACTED] has
 [REDACTED] the [REDACTED] - was [REDACTED]
 [REDACTED] had [REDACTED] he was
 [REDACTED] for her [REDACTED] as a [REDACTED] or for her as a [REDACTED].

The police [REDACTED] a [REDACTED] put
 [REDACTED], a [REDACTED] had [REDACTED] in
 [REDACTED] of [REDACTED] the [REDACTED] of [REDACTED]
 that, in her [REDACTED] for [REDACTED], her [REDACTED] her [REDACTED]
 [REDACTED] with [REDACTED] hab [REDACTED] with [REDACTED]
 [REDACTED] that, in the [REDACTED] to her [REDACTED]
 [REDACTED] of [REDACTED] had [REDACTED] her [REDACTED] in
 [REDACTED] of the [REDACTED] that [REDACTED]
 [REDACTED] for [REDACTED]. She had [REDACTED] no [REDACTED] of [REDACTED] with her,
 but, [REDACTED] her [REDACTED] was [REDACTED] to be [REDACTED]

He is a [REDACTED] with no [REDACTED], with
 no [REDACTED] as to his [REDACTED]

She is, the [REDACTED] of two [REDACTED]
 [REDACTED] for [REDACTED], and [REDACTED]

Wy [REDACTED]

← → ↻ [https://www.google.co.uk/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=Reading Ages](https://www.google.co.uk/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=Reading%20Ages)

GOOGLE Reading Ages  

Web Videos Images News Shopping More ▾ Search tools

Any country ▾ Any time ▾ All results ▾ University of Oxford, Oxford, UK ▾

What is "reading age"

www.mumsnet.com › Topics ›
My DS's school report appeared to give his reading age. It never appeared to be a reading level.

Reading Age - Children's Stories Net

www.childrens-stories.net/reading-age

Reading Age help for Parents and Teachers - Children's Stories Net.

[PDF] Readability and Reading Ages in school books - TimeTable...

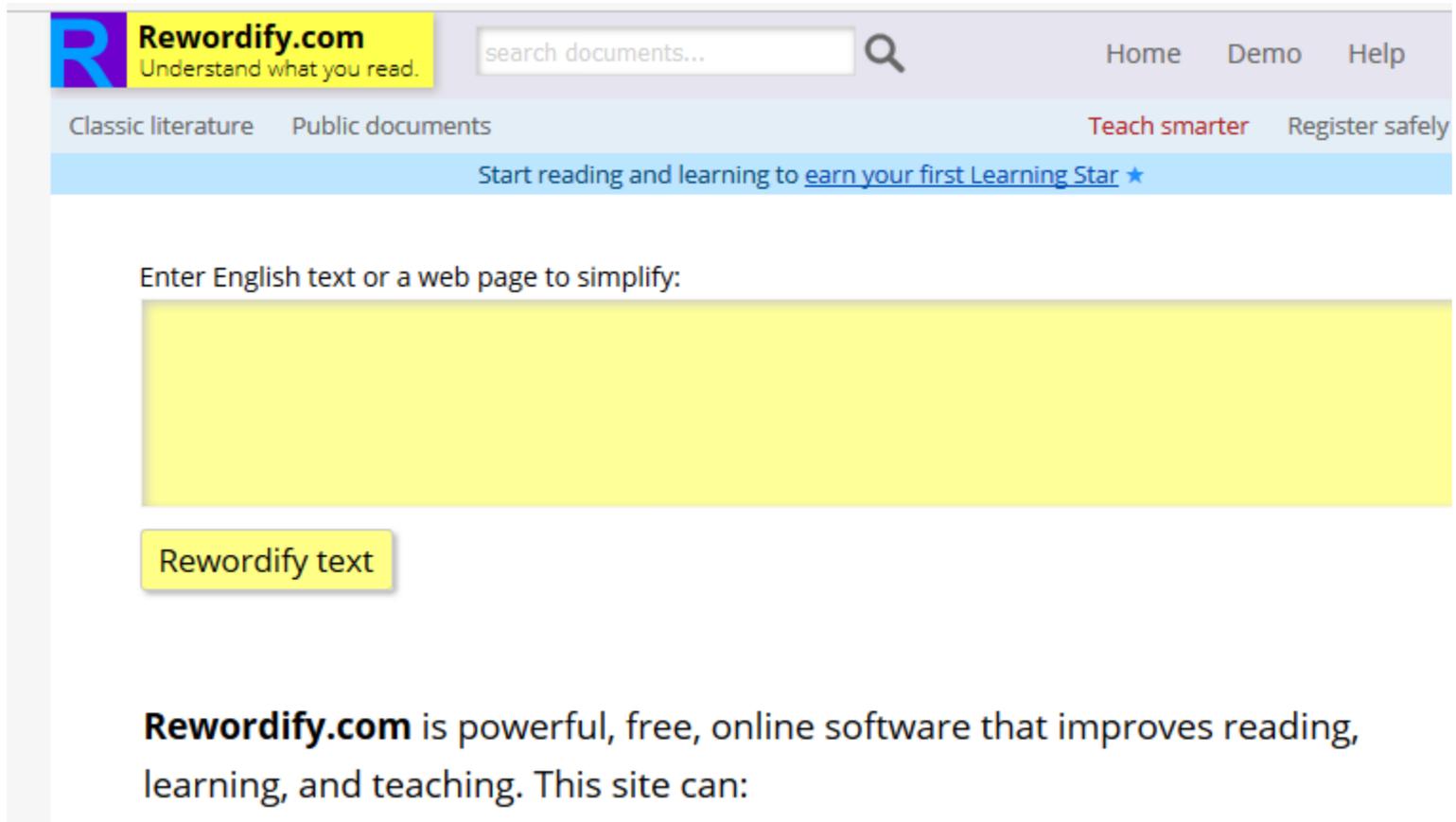
www.timetabler.com/readable.pdf ▾

This short sentence needs a reading age of less than nine years. ... ie. in a mixed-ability class of 12-year-olds, the reading ages would vary from 8 to 16.

- ✓ All results
- Visited pages
- Not yet visited
- Reading level
- Verbatim

When you search for an item in Google, click **Search tools**. Then **All results**- you can then filter your responses by **Reading level**

Rewordify.com

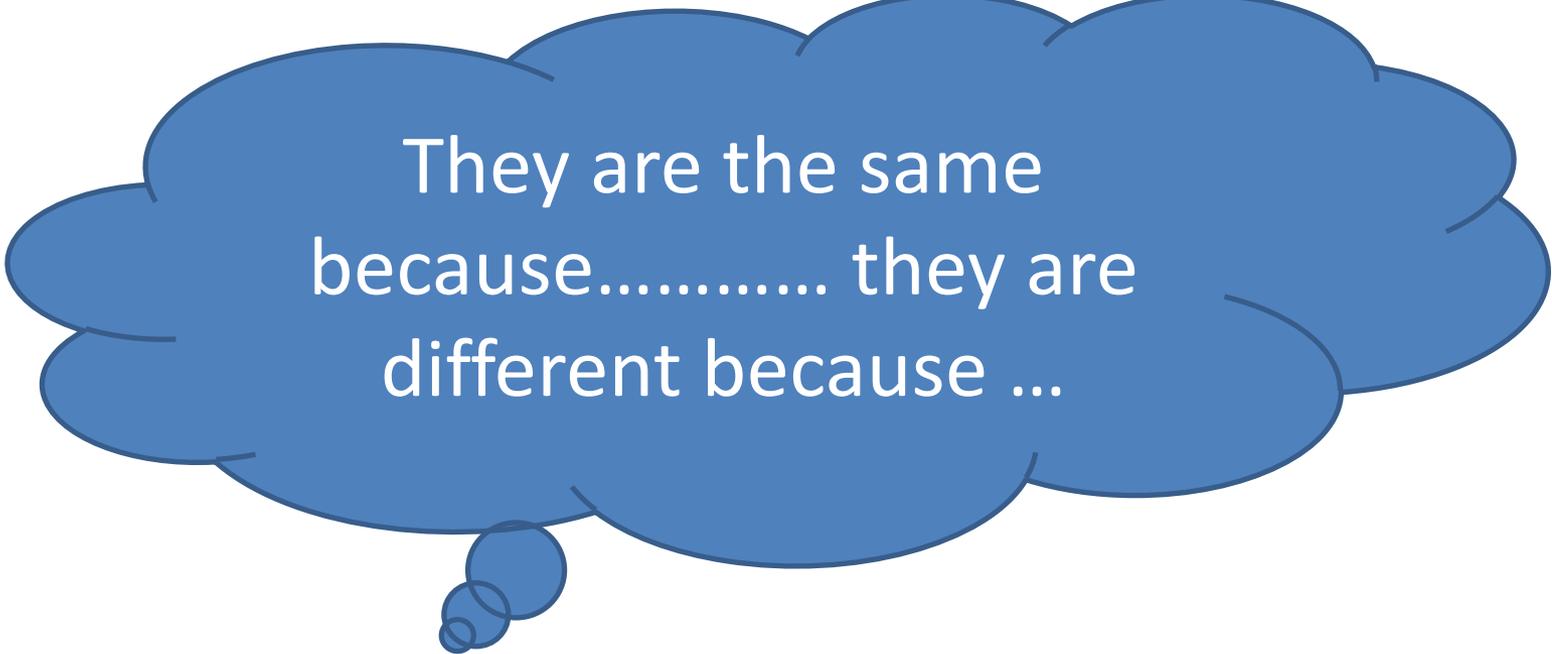


The screenshot shows the homepage of Rewordify.com. At the top left is the logo, a stylized 'R' in a blue and purple square, followed by the text 'Rewordify.com' and the tagline 'Understand what you read.' To the right is a search bar with the placeholder text 'search documents...' and a magnifying glass icon. Further right are navigation links for 'Home', 'Demo', and 'Help'. Below the search bar are two categories: 'Classic literature' and 'Public documents'. To the right of these are the phrases 'Teach smarter' and 'Register safely'. A light blue banner below the navigation contains the text 'Start reading and learning to [earn your first Learning Star](#) ★'. The main content area features the instruction 'Enter English text or a web page to simplify:' above a large yellow text input field. Below the input field is a yellow button labeled 'Rewordify text'. At the bottom of the page, a paragraph states: 'Rewordify.com is powerful, free, online software that improves reading, learning, and teaching. This site can:'

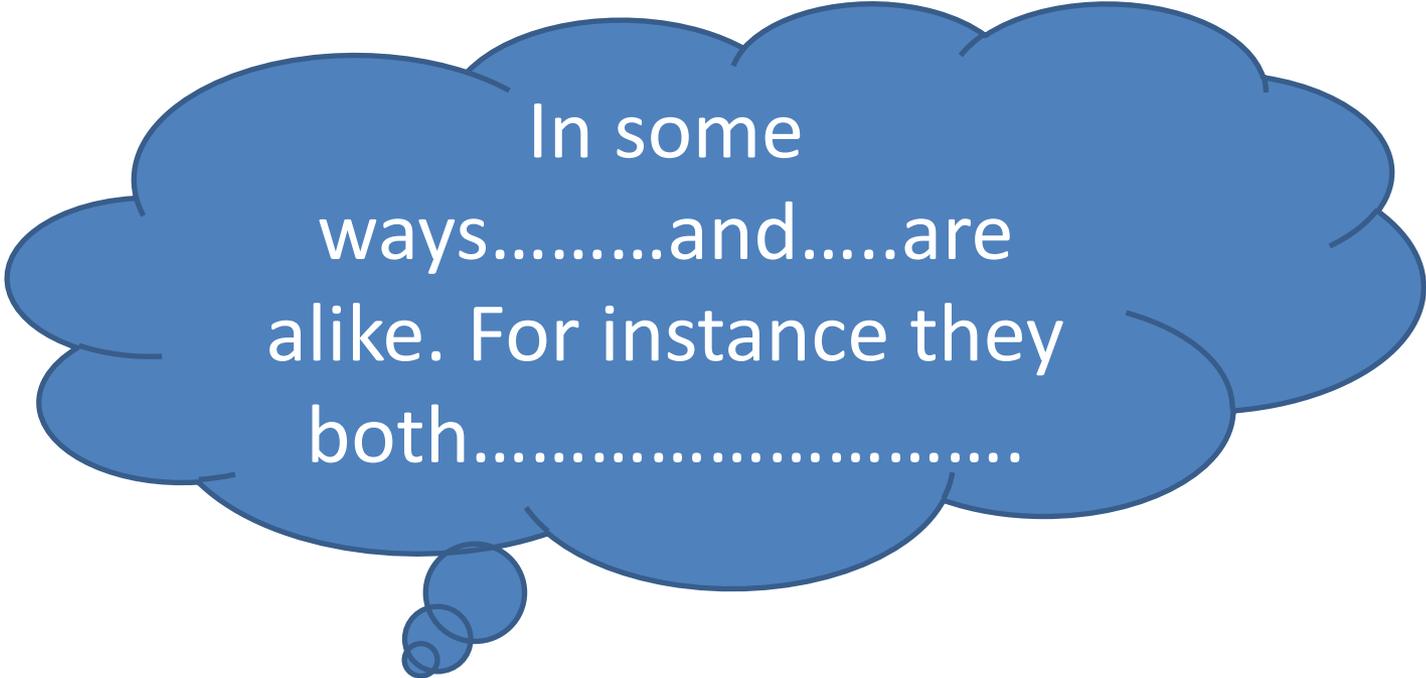
Parkside Primary's Talk Frames



Each teacher has a file of talk frames for their year group as laminated speech bubbles



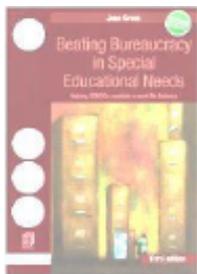
They are the same
because..... they are
different because ...



In some
ways.....and....are
alike. For instance they
both.....

How can leaders make change happen?

- Joint planning - the ideal
- Surgeries and drop ins
- Strategy sheets – highlight a few strategies for a particular child, ask practitioner to try them out and review with you



An extract from 'Beating Bureaucracy in Special Educational Needs' 3rd edition by Jean Gross, Routledge, 2015 - the book contains similar sheets for Dyslexia / SpLd, Autism, ADHD, Hearing Impairment, Visual Impairment, Dyspraxia, Motor Coordination and Associated Difficulties

Strategy Sheet: Speech, Language and Communication Needs

Please use the highlighted strategies with . . . (Pupil) in . . . (Form)

Use TA for pre-tutoring – preparing pupil for a task so that they come to it already knowing the key vocabulary and concepts.

Begin work on a new topic with pupil's existing knowledge and experiences – make a mind map or other visual representation of what they already know.

When you start a new topic, develop a class chart of the vocabulary that pupils will find useful or need to learn. Teach each word by helping children build a web of associations – what it sounds like, what it means, how it fits in a sentence.

Use cued listening – give pupil a small number of questions that they will have to answer after listening to teacher presentation or video input.

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- Keep it on the boil- give people time to talk about what they have done , and share successes
 - Be creative – prize for best use of strategy, shout-out boards

Thank
You!!!