

Inclusion

Teach and Support your students

September 2018



Identification

- Launch of the inclusion directory
- Easier access to data and information all in one place (Bromcom)
- Structured inclusion team

Strategies

- Whole School T&L focus
- PLT leading on differentiation
- More regular inclusion and pastoral updates
- Professional Learning focus area

Planning

- Ability Labelling
- Circles of inclusion
- Greater knowledge, understanding and recognition of a young persons needs

Implementation

- What we do everyday in the classroom
- Additional support mechanisms as appropriate
- Seek external agency advice and support when needed



Ability labelling

- At Sandringham, we set in some subjects so it's important to be aware of the potential effects this can have on students
- Very simply, the EEF's evidence suggests that, compared to mixed ability classes, those in higher sets tend to make more progress (1-2 months) while those in lower sets tend to see progress delayed (1-2 months). Students in lower sets tend to experience negative effects on their self-confidence



The Evidence

- A recent 2017 UCL study:
 - ‘significant correlation’ between students’ set and their self-confidence in the subject (and more broadly)
 - Concern over self-fulfilling prophecies and the internalisation of perceived ability labels



Influencing

- Does setting influence teachers?
- Recent research from UCL suggests that 'ability' or attainment grouping **can** introduce an additional label that influences teachers' expectations of students in specific attainment groups.



No Limits / Yes I Can

- Students are remarkably astute at recognising sets and labels given to them. Problems arise when a negative label sticks and becomes internalised.
- Honestly speaking, we truly don't know what a student is capable of: we don't know their 'ability'. What we can be more sure about is their prior attainment.



Our recommendation

- All staff to stop using the phrases 'high', 'middle' and 'low ability'
- All staff to stop using the phrases 'top' and 'bottom set'
- If necessary, to use the terms high, middle and low prior attainment or refer to the set code on the timetable
- Continue to have the highest expectations of what all students can achieve



Teaching and Learning

2018-19



The PLT - 2018/19



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Whole
School
Literacy

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Whole
School
Numeracy



Literacy



- All year 7s will undertake Progress test in English alongside CATs. As well as benchmarking SPAG and reading comprehension, the reports will give T&L strategies for personalised learning
- Evolution of SWATs. Focus is on extended writing embedded within the curriculum rather than an add-on. Literacy Ladder will show expectations at each stage. Audit and sampling rather than central recording.
- Whole School Read:



Numeracy






- A new role to coordinate numeracy skills across the curriculum
- First stage is to audit which skills are needed and when (e.g. graphing, data handling, percentages, shape and perspective etc.)
- Subsequent stages will look at sequencing teaching so that Maths take the lead on teaching the skill (and share standard methods) before it is needed in other subjects
- Provide strategies and support for students who are struggling with numeracy.



We can do better on Differentiation!

- A priority for staff, students and parents in the Kirkland Rowell survey
- Perhaps understandable that differentiated resources are a secondary priority behind new curricula and simply fitting the course content in!
- Anecdotal evidence from the LS team that we can do more to support some learners
- As we saw in the Results section, there is still an attainment gap for Disadvantaged and SEND learners

Weaknesses

Parent survey	Student survey	Staff survey
 Teaching students with special needs [3]	Explaining to parents how to help their child	 Teaching students with special needs [3]
E-safety [3]	 Teaching students with special needs [3]	Encouraging and listening to pupils' views [3]
Looking after students well [2]	E-safety [3]	Looking after students well [2]
Encouraging and listening to pupil views [3]	Written reports	Promoting racial harmony
Treating all pupils fairly and equally	Encouraging and listening to pupils' views [3]	E-safety [3]





PLT

Differentiation Dictionary

A compilation of tried and tested strategies that can be used to provide challenge to all students



Remembering question stems	Understanding Question Stems	Analysis Question Stems
What happened after ...? How many ...? Who was it that ... ? Can you name the ... ? Describe what happened at...? Can you tell why ... ? Find the meaning of ... ? What is ...? Which is true or false ... ?	Can you write in your own words...? Can you write a brief outline ... ? ? What do you think could of happened next . ? Who do you think ... ? What was the main idea ... ? Can you distinguish between ... ? ? What differences exist between. ..? Can you provide an example of what you mean ...? Can you provide a definition for ... ?	Do you know another instance where ... ? Could this have happened in ... ? Can you group by characteristics such as ... ? What factors would you change if ... ? ? Can you apply the method used to some experience of your own ... ? What questions would you ask of ... ? ? From the information given, can you develop a set of instructions about ... ? Would this information be useful if you had a ... ?
Analysis question stems	Evaluating question stems	Creating question stems
What was the underlying theme of ... ? What do you see as other possible outcomes? ... happened, what might the ending have been? How was this similar to ... ? Why did ... changes occur? Can you compare your ... with that presented in ... ? Can you explain what must have happened when ... ? What are some of the problems of ... ? Can you distinguish between ...? What were some of the motives behind ... ? What was the turning point in the game?	Is there a better solution to ... Judge the value of. ... Can you defend your position about ... ? Do you think ... is a good or a bad thing? How would you have handled ... ? What changes to ... would you recommend? Are you a ... person? How would you feel if ... ? How effective are ... ? What do you think about ... ?	Can you design a ... to ... ? Why not compose a song about ...? Can you see a possible solution to ... ? ? If you had access to all resources how would you deal with ... ? Why don't you devise your own way to deal with ... ? What would happen if ...? How many ways can you ... ? Can you create new and unusual uses for ... ? Can you write a new method of ...? Can you develop a proposal which would ... ?

Bloom's question stems

How does it work?

Have a list of analysis, evaluate and synthesis words to hand for teacher and student to create extension questions off the cuff.

Resource taken from Mike Gershon's challenge toolkit

<https://mikegershon.com/resources/>



Bloom's question stems

How easy was it to do?

Very straight forward. Bloom's cards can be printed ahead of the lesson and used multiple times.

What was the impact?

Extension questions were more challenging.

Students enjoyed creating their own questions and carrying out research.
Encouraged with students to engage with the content they are learning and think for themselves.

Older students preferred creating questions for each other.

Giving cards to students needed training and is probably not something that could be used every lesson.



VCOP

Vocabulary	Openings	Connectives	Punctuation
Dickens	At the beginning of Act 1...	Firstly	.
Ebenezer Scrooge	Later in the play...	Later	,
Victorian	By the end of the play...	In addition	;
Character	Dickens presents Scrooge as...	Finally	“ quotation”

How does it work?

Supports students whilst they are planning/writing an extended response.



VCOP

How easy was it to do?

Very straight forward. VCOPs can be prepared ahead of the lesson, used multiple times and are easily adaptable for different topics.

What was the impact?

Students' writing has improved structure/cohesion, uses subject specific vocabulary (hopefully spelt correctly) and a wider range of punctuation, without being overly prescriptive.



I do, We do, You do

I do

I provide a model answer for students.

We do

The class and I write and answer together.

You do

The class write their own answer hopefully using the skills you have worked on in the first two steps.



Implementation

This works particularly well with GCSE and A level classes to help improve their exam technique.

I have used it with Year 12 students who have 'learnt' to skim over the question information and just look for the question mark and read just that bit.

It helps them see the clues to answer the questions, particularly those that involve a problem-solving technique.

It is also helpful with mastering the multiple choice section.

Easy to do but attention is fully focussed on you



Choice of Task

Managed choice of task encourages students to consider how they prefer to learn and how they learn best.

Facilitates students contributing to differentiating their own learning.

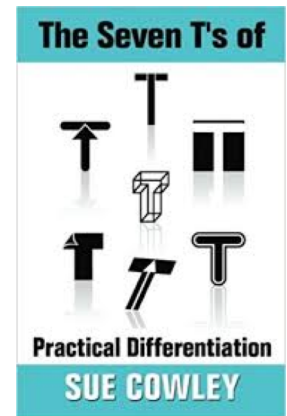
Encourages metacognition

Increases motivation- most will engage more if they have a sense of control.

Encourages students to make good decisions and how to manage choice.

You could:

- ★ Offer a variety of formats for tasks to be completed
- ★ Provide a choice of resources with which to work
- ★ Provide a visual system to show the complexity levels of each task.
- ★ Create 'work stations'
- ★ Offer choices about how students will learn about a topic area.



“We tend to think of differentiation, as preparing a variety of worksheets for different learners... but, in reality, it is the subtle, flexible and responsive approaches you use that are the nuts and bolts of everyday differentiation.”



Differentiation Resources

<https://www.sandagogy.co.uk/sandringham-six/differentiation-2/>

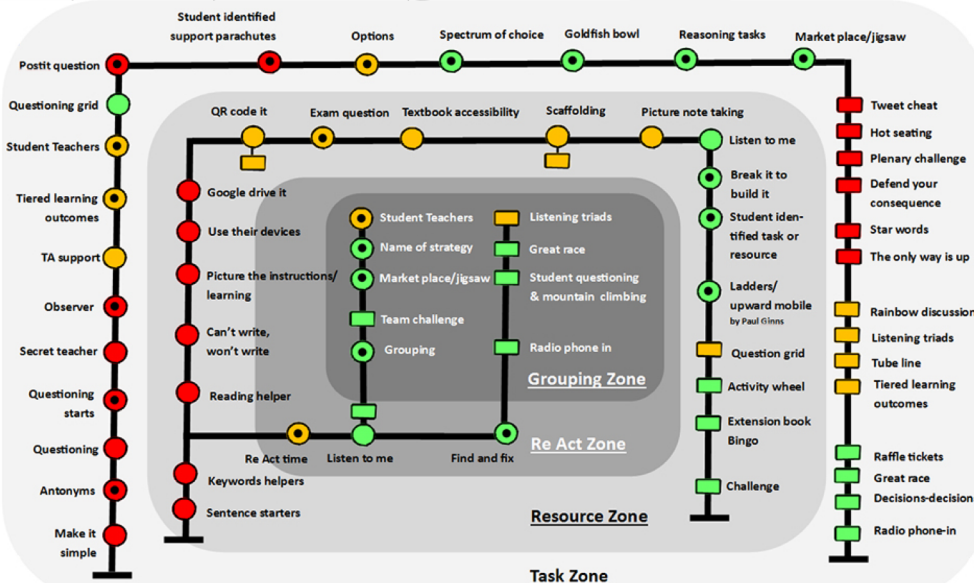
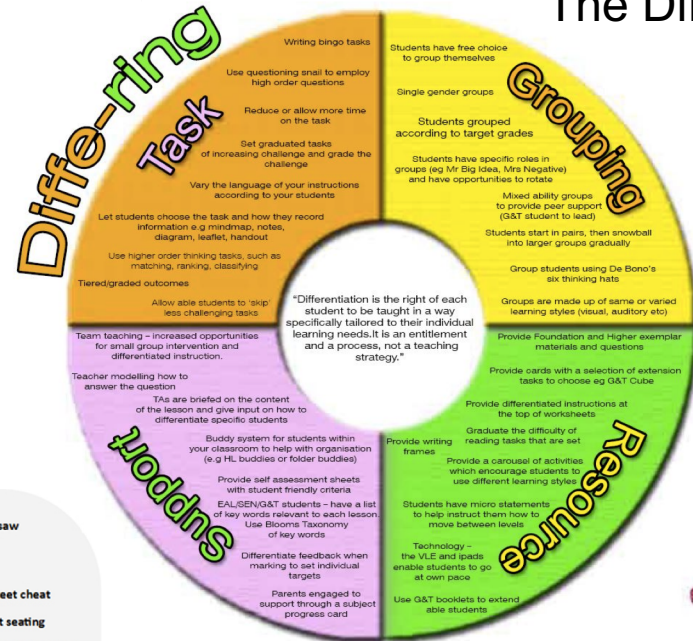
Differentiation Dictionary

Sandringham DIFFERENTIATION DICTIONARY



Strategy	Use for	Details
Chunking	DYS, SPL, DSP, WM	Give students tasks in small steps, and teach explicitly how they can do this for themselves e.g. underlining and annotating questions with numbers to show the order of what they have to do
Cloze Sentences	DYS, SPL	Also called gap-fill sentences. Always give a bank of words to choose from so students have to select and not guess the answers. You can also use this without a word bank when you want them to try better synonyms e.g. he was feeling (happy)

The Diffe-ring



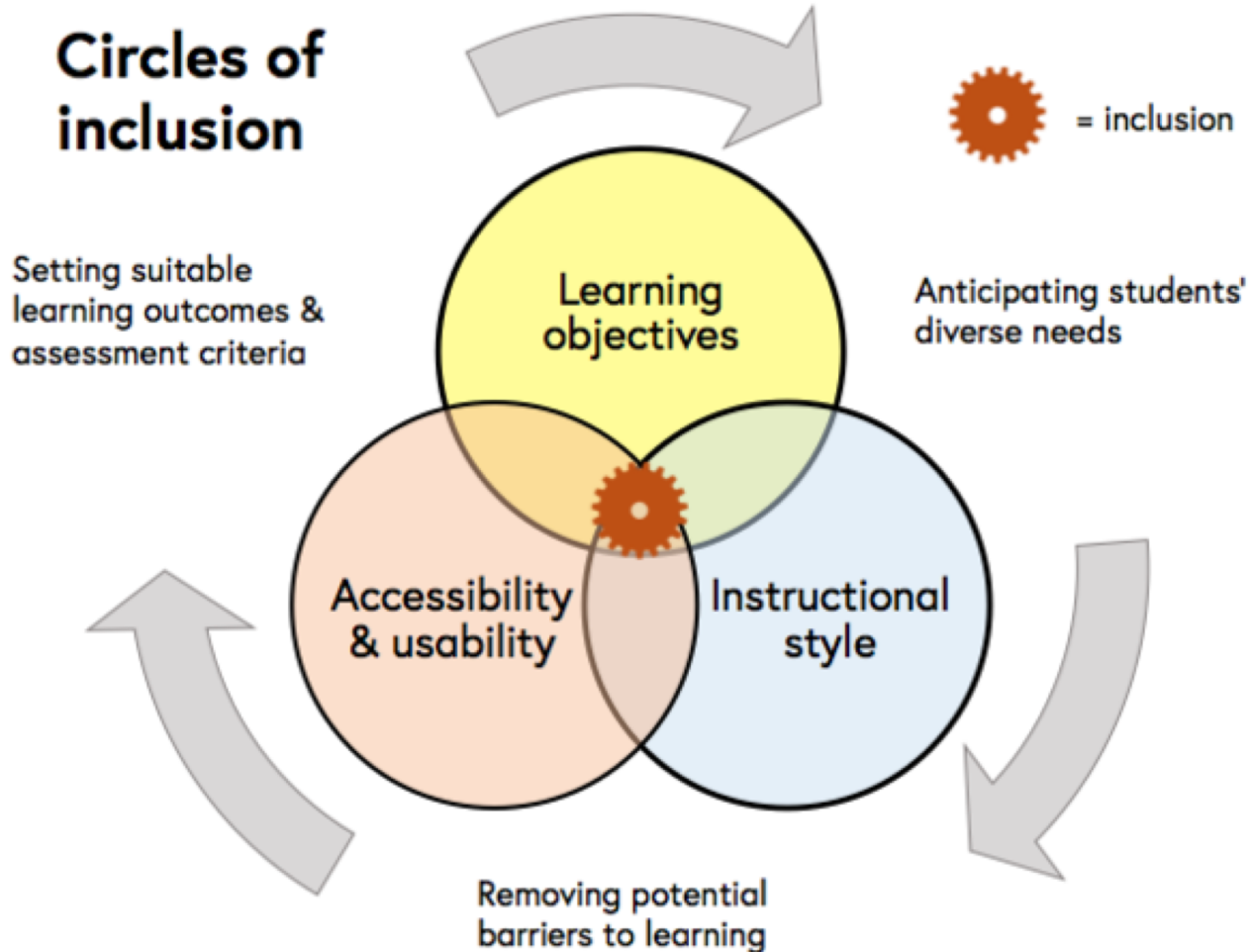
Interactive Differentiation Tube Map

Circles of Inclusion

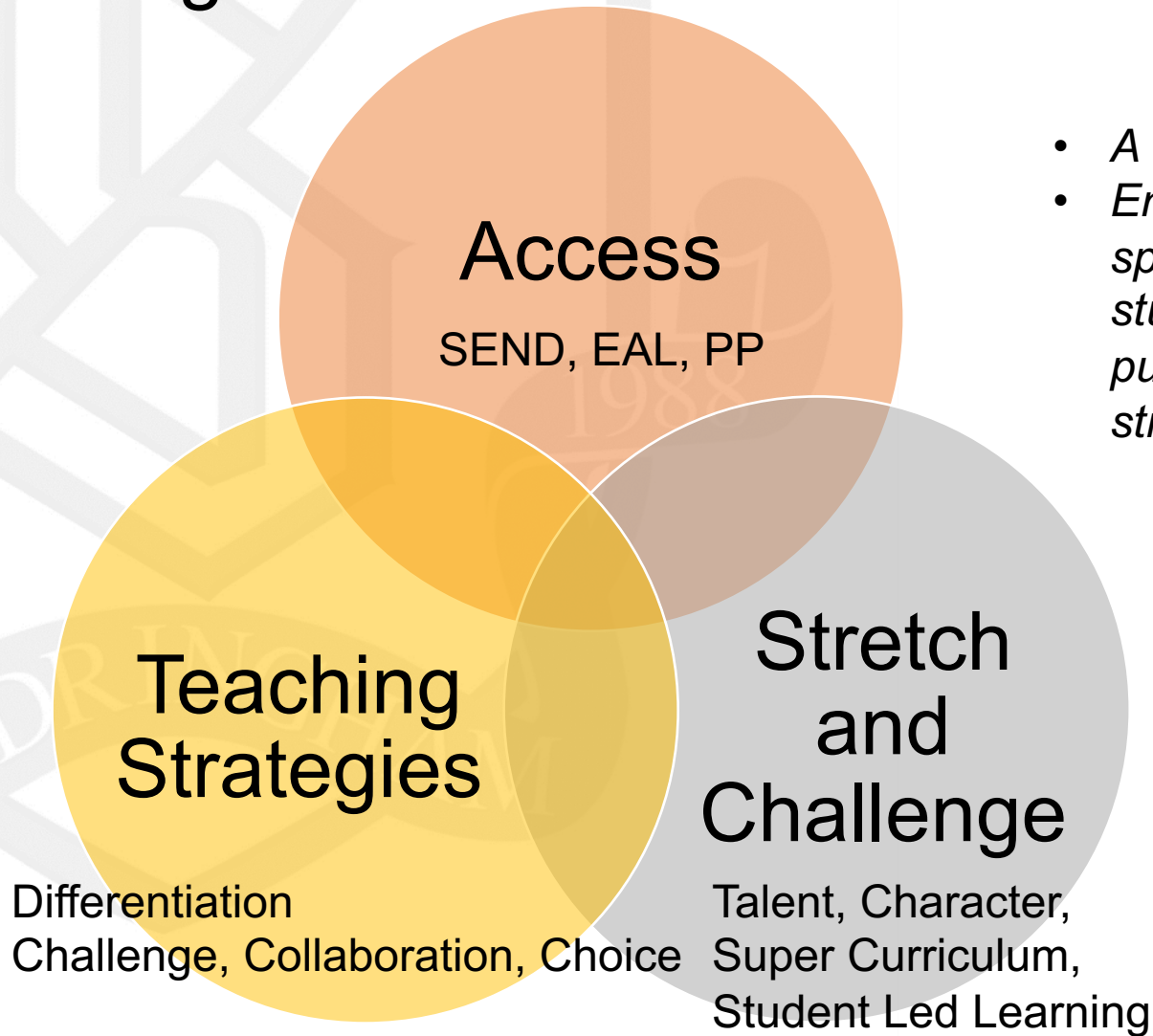


Circles of Inclusion - 2005

Circles of inclusion



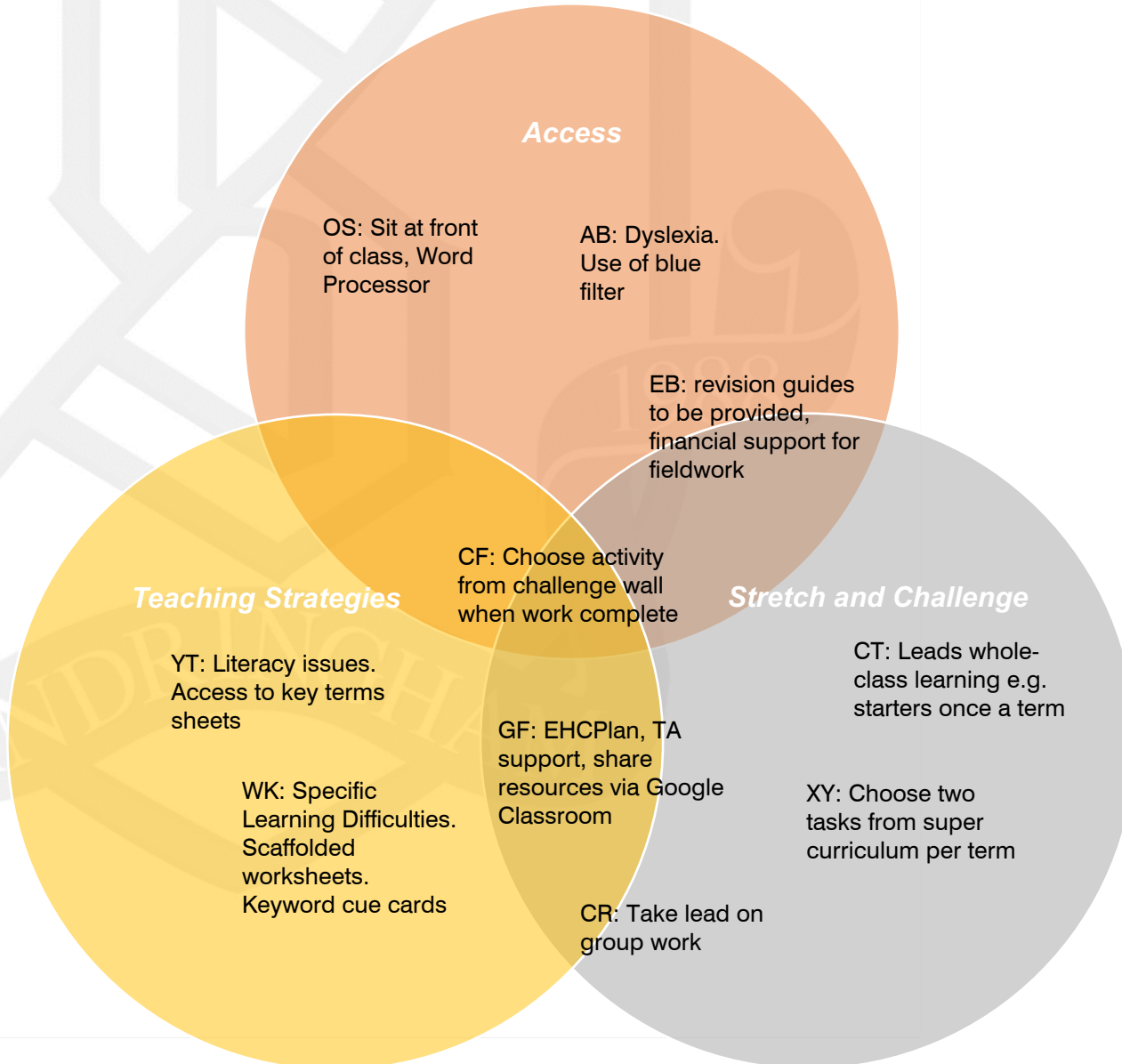
Sandringham Circles of Inclusion 2018



- *A visual inclusion aid*
- *Ensuring time is spend reviewing students' needs and putting the right strategy in place*



Examples of what might be included



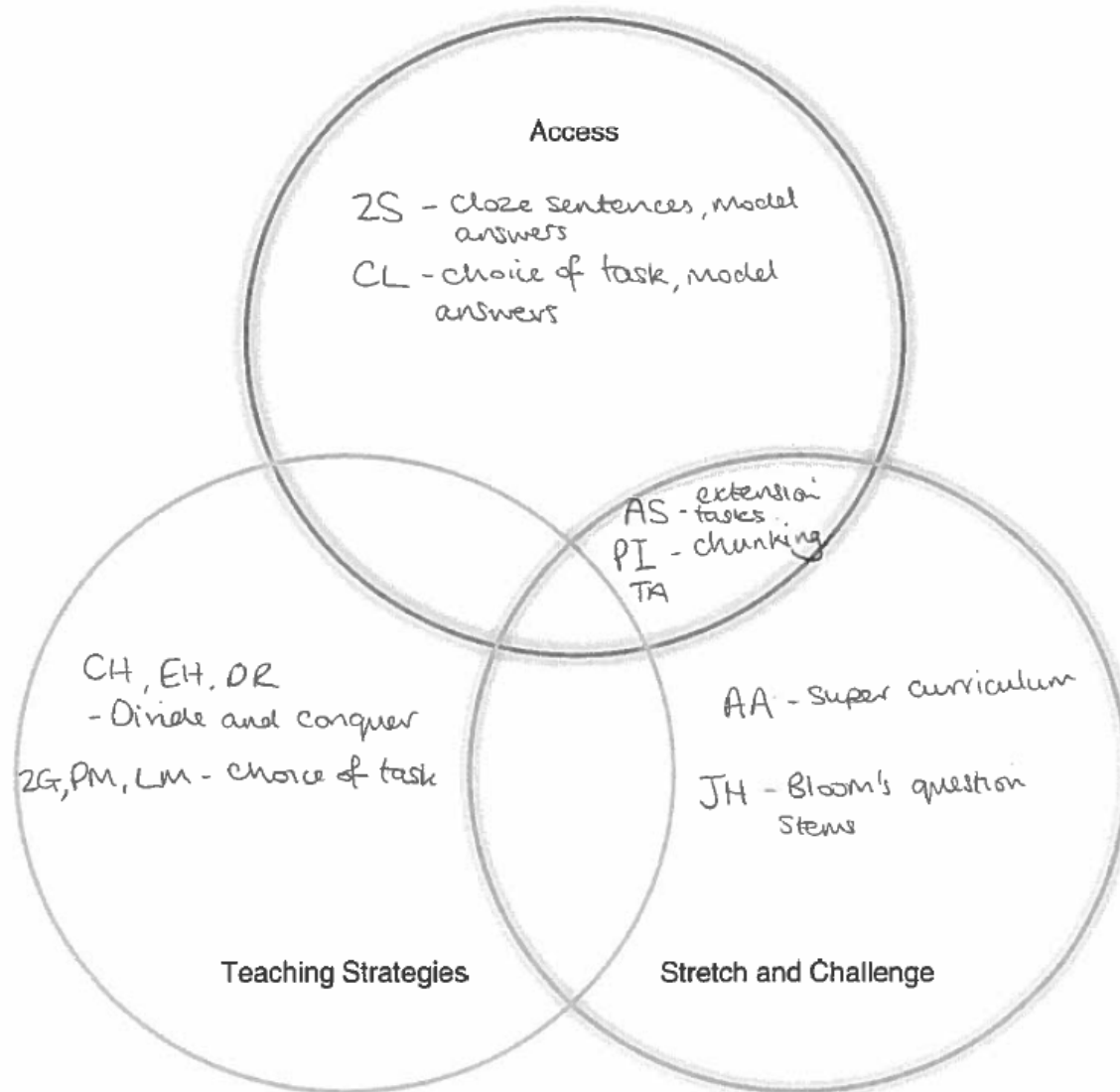


Sandringham School

Circles of Inclusion



Teacher: <i>LAW</i>	Subject: <i>Science</i>	Teaching Group: <i>9B3</i>
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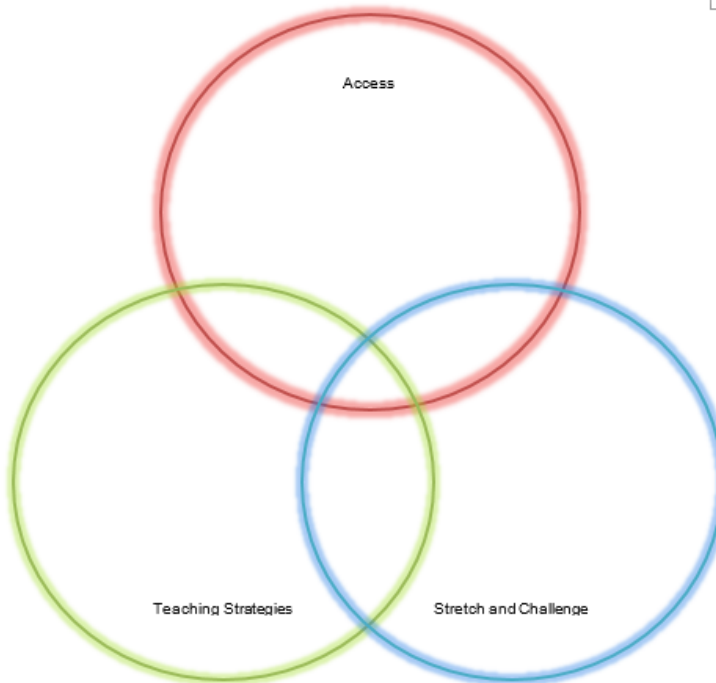
Year 9 example



Over to you (10 mins)


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 Circles of Inclusion
 

Teacher:	Subject:	Teaching Group:
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Access	Teaching Strategies	Stretch and Challenge
<ul style="list-style-type: none"> • Accessing lesson and resources for SEN students • Effective use of TA • Considering needs of disadvantaged groups • Use of Blended Learning to support alternative access routes to the learning 	<ul style="list-style-type: none"> • Differentiation approach (Differentiation Dictionary of strategies, Tube Map, DIRb ring) • Challenge wall • Collaboration, Composition of groups • Choice of task • Tailored learning outcomes • Consideration of literacy and numeracy strategies 	<ul style="list-style-type: none"> • Extension work for High Starters • Developing the Character traits • Access the Super Curriculum • Use the Learning Steps • Students leading the learning

1. Identify your students using the Inclusion Directory or the information on [Ecom.com](#).
2. Place initials of students within the Circles of Inclusion with a short note on the strategy you will take for them

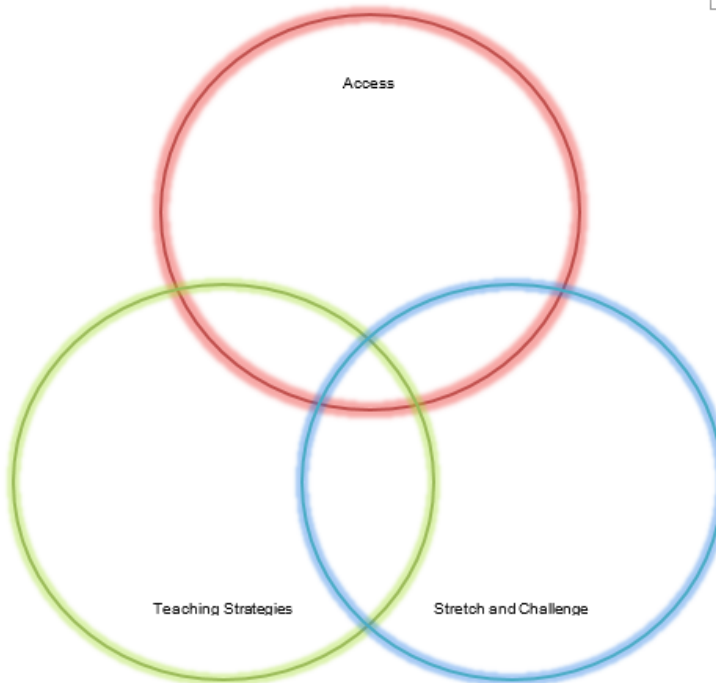
- Pick one of your classes for this year
- Using the resources you have been given, identify key students
- Consider where they sit in the circle and which access or teaching strategy will suit their needs best
- Complete a circle of inclusion for this class



Next steps


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 Circles of Inclusion
 

Teacher:	Subject:	Teaching Group:
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Access	Teaching Strategies	Stretch and Challenge
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- A trial period while we refine the approach – feedback and suggestions for change are welcome
- Circles of inclusion will be required for all classes by end of Sept
- Ensure that one is completed for your observation lesson
- Resources are in the lesson planning folder under 'Read Staff/Appraisal - Teachers' on T: Drive and on Sandagogy

