



## The characteristics of High Quality Learning- as we understand them June 2022

“What will the pupils be able to do THEMSELVES after the lesson and series of lessons that they could not do before?”

### Preparation

#### Know your pupils

Know my IEP priorities- especially my communication needs!

Use total communication- clear verbal, pictures, sign language, objects of reference

Know my developmental level of understanding. Am I learning to:

- control the sensory input I receive?
- control cause and effect?
- use tools including communicating requests?
- interacting more socially including understanding routines, developing joint attention and making associations between very similar or functionally connected things (1 icw)?
- understanding associations between dissimilar things (sorting) and more formal relationships such as 1:1 correspondence (2 icw)?
- holding some basic abstract ideas relating to things that are not present, being able to count a set & stop counting? developing some basic concepts such as conservation of number (3 icw) ?

Know what I can already do.

Know my care needs that may impact on the lesson: repositioning, personal care, hydration.

Integrate my therapy needs into your lesson.

Wherever possible avoid the triggers that make me lose control of my behaviour.

If I do seem to lose control, follow the strategies agreed to help me back into control.

Know the barriers to my learning that come from my condition; ASD, CP other conditions, VI, HI, overly stimulated by interpersonal interactions, over-stimulation from sensory sources... and help me get around these.

Know my strengths and preferred learning strategies; visual, auditory, kinaesthetic, 1:1, small group, whole class, multiple intelligences, need for structure, need for repetition...

Say that again- I have learning difficulties. I need a very limited amount to deal with and to be reminded quite a number of times if it is to get into my long term memory.

Know my motivations and wherever possible refer new learning to these areas- eg I am interested in cows- let me learn to count cows and learn to read... about cows. If I have ASD or behavioural difficulties and my motivation cannot be part of the subject - can it be my reward?

Know & check any aids I need to learn; hearing aid, glasses, communication aid...

Know how I can be helped to improve my own learning- attention and focusing skills, help me become an independent learner.

#### Know about learning strategies- give a chance for all pupils to learn to their strengths and develop their other strategies.

I have SLD I need VAK to learn nearly everything- visual, auditory and kinaesthetic learning opportunities.

Remember auditory stimuli are good for a linear sequence- visual stimulus can show multiple connections.

I need to use all my available senses to learn; Sight, Hearing, Touch, Smell and Taste (check I can swallow).

Model what you want me to do.

Support and prompt me to achieve and gradually withdraw the prompts- PP, GP, VP independent.

I need to be taught the 3 stages of processing information: how to perceive information (how to break up a big picture into smaller pieces and connect things to my current understanding), how to process information (grouping and sorting and seeing connections) and how to organise to express my understanding. – mind maps are good for this.

I need opportunities to learn using multiple intelligences and to be taught to develop my intelligence in all areas:

Interpersonal, Intrapersonal reflection time, Logically, Musically, using Nature, Physically, using words, spatially (using mind maps).

I need to understand the purpose (a purpose I can care about) of what is being taught and have lots of opportunities to practice it and apply it in different situations.

Nothing succeeds like success. - let me succeed!

I need to learn from my mistakes- let me make mistakes and help me to deal with failure- try, try, try again.

#### Know your subject

Find out what I already know & understand about this curriculum area and celebrate this prior knowledge.

Help me understand & correct any misconceptions I may have developed.

Find my “zone of proximal learning”- what can I add to my existing understanding?

“Scaffold” my activities so that I can begin to understand things I cannot yet do.

Break down new skills into small manageable segments so I can learn a step at a time and build up a “chain” of skills either from start to finish or from the motivating result backwards.

I find it hard to generalise an idea so please give me lots of examples and different applications to work through.

#### Work as a team- learners and educators

As a learner I want to be part of a team with my educators.

- pupils need “unconditional positive regard” (or I may be testing for rejection at every turn)
- I need to feel valued as a person, I need to feel that you don’t feel superior to me because I don’t know as much.
- Every team has its roles and I need to know that you are in control.
- Celebrate my successes. Let me show you what I can do. Let me help others when I am able.
- I value sharing some learning experiences and exploring/investigating together.

Delivery	End of the lesson
<p><b>Calm, organised environment</b>  I will learn more when the environment and the people in it are well prepared, calm and organised. The room needs to be set up so that it is organised for my learning. It needs to be quiet when it is necessary to listen, but background calming music may help when I'm working independently. I will help set up the room but this needs to be planned and well organised. This way there is far less distracting stimuli for me to deal with.  I therefore expect that the room is tidy, resources are to hand (people starting to look for things disturbs my train of thought). I would like to start on time. Please do not put me near people that distract me or lead me to misbehave.  Please don't plan for me to concentrate longer than I am able. I'm trying hard but I will fail if you do. Some days I'm better than others- you'll have to assess me on the day.  The more organisational things are routine the more I can concentrate on the focus of the lesson. ...and do try, very hard, to minimise interruptions- I find it difficult to concentrate anyway!</p>	<p><b>Plenary</b>  I find it very difficult to remember and reflect on what I have done and learnt.  "Multi-plenaries" to review each new section of the lesson often help me best.</p>
<p><b>What's my plan as a learner?</b>  I need to know what is expected of me- I have learning difficulties I need structure/scaffolding.  As a learner I need to know</p> <ul style="list-style-type: none"> <li>- what do you want me to learn? – how will I know if I have been successful?</li> <li>- what do you want me to do? - what will be the sequence of the lesson?</li> <li>- what prior learning- in class or in wider life- do I need to consider to make sense of this lesson?</li> <li>- why I am doing it?- the purpose in terms that will mean something to me.</li> </ul>	<p><b>Evaluation</b>  Did I learn something new?  Have you recorded my progress against O and U assessment?  If I or one of my peers struggled- what can be done?  Which parts of the lesson went well and which could be better?  Use to inform future planning.  Did I address my IEP targets?  Was I encourage to take responsibility and <b>TIDY UP!!!</b></p>
<p><b>Differentiation</b>  I am different to my class mates. I understand that I can learn many things as a group when that group has similar needs to me – but please differentiate! 3 groups per class seems reasonable (physically grouped is easier for classroom management)- define for yourself exactly what you want my group to learn and why it is different from the other two groups. Make sure that if I have a work sheet it is structured enough to maximise what I can do independently.</p>	<p><b>Evidence</b>  Did I produce a record or evidence of my achievement?  Was all my work named, dated, and how much help I needed noted. See marking policy.  Was my work filed?  Was my good work displayed?</p>
<p><b>Continual Assessment</b>  Ensure that I am focused before giving me information- I find it difficult to focus.  After initial assessment of prior knowledge don't ask me questions if you have not already told me the answer- how am I supposed to know?  Please keep a good eye that I understand what is expected of me.  Please keep a good eye that I am understanding things correctly- I find it easy to get the wrong end of the stick. Question me to see if I remember (closed questions) or understand (application questions or open questions).  Continually assess that I can access the activities and materials and that I am not excluded by my barriers to learning.  Continually assess that I am comfortable, feel safe and secure and have dignity.  Periodically assess that I have progressed according to tracking on O and U  Ensure that I am able to show evidence of achievement- pictures, witness statements of the answers I give and the skills I can do, as well as the product of my work.  Celebrate my successes.  Collect photographic evidence of my work as necessary.  Ask support staff to observe pupils if necessary.  I sometimes feel a bit lazy and need you to challenge me to learn &amp; do my best- I will enjoy success rather than develop a negative self image.</p>	<p>This policy was formulated by Teachers and Special Support Assistants AND REVIEWED IN NOV 2018. It involved looking at summaries of Piaget, Behaviourism, Bruner, Vygotsky and Gardner Multiple Intelligence documentation.</p>
<p><b>Leading the learning</b>  Entertain me- or at least be animated enough to hold my attention.  Make me care about what I am learning- explain it in emotionally meaningful terms.  My attention span is short so vary what I am to look at or do. Sometimes I may need a "brain break" or other diffusion activity to allow me to refocus.  Apply your VAK, multi-sensory and multiple intelligence strategies  Only use vocabulary I already understand unless you are teaching me the new words.  Only use sentences that are short enough to understand- remember I may only understand one information carrying word at a time.  Say that again- I have learning difficulties. I need a very limited amount to deal with and to be reminded quite a number of times if it is to get into my long term memory.  Don't leave me out- but don't put the spotlight on me all the time. I want a fair share of the attention of the teacher as well as support staff.  Value my contribution. I need to give as well as receive. Include the use of open questions.  Control my over-spontaneity by making me have thinking time.</p>	