

Minchinhampton Offer for Vulnerable Learners using EEF '5 a day' approach

| EEF 5 a day approach | Every teacher is a teacher of SEND... | Every Teaching Assistant supports SEND... | In class you will see... |
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| <div style="background-color: #e91e63; color: white; padding: 10px; text-align: center;"> <h1 style="font-size: 2em; margin: 0;">1</h1> <p style="margin: 0;">Explicit instruction</p>  </div> | <p>...use clear and succinct language in my teaching, checking pupils' understanding frequently?</p> <p>...help pupils to organise their thinking by 'chunking' the content and introducing new material in small steps?</p> <p>...model how to complete a task before expecting pupils to work independently?</p> | <p>...use clear and succinct language when explaining things to pupils, checking their understanding frequently?</p> <p>...use dual coding (i.e. diagrams, images or tables on a mini-whiteboard) to aid students' understanding of new content?</p> <p>...model how to complete a task before expecting pupils to work independently?</p> | <ul style="list-style-type: none"> • Verbal instructions are succinct backed by visual supports. Teachers do not talk for long before giving pupils a chance to try out/ discuss/ respond. Questioning of pupils is precise. Visualisers are used to model the completed task • New learning is interpreted in a variety of ways (images, pictures, symbols, TA alongside child during input) |
| <div style="background-color: #e91e63; color: white; padding: 10px; text-align: center;"> <h1 style="font-size: 2em; margin: 0;">2</h1> <p style="margin: 0;">Cognitive and metacognitive strategies</p>  </div> | <p>...support all pupils to recall previously learned content, before moving on to new content?</p> <p>...support pupils to plan, monitor and evaluate their own learning?</p> <p>...model the selection of metacognitive strategies e.g. using checklists to monitor their progress?</p> | <p>...support pupils to recall previously learned content, before they move on to new content?</p> <p>...help pupils to organise their thinking by 'chunking' the content into smaller steps?</p> <p>...ask metacognitive questions that support pupils to plan, monitor and evaluate their own learning?</p> | <ul style="list-style-type: none"> • Visual and physical prompts to support retrieval/recall • Checklists/planners/ wagolls/ steps to success to pre-empt misconceptions, aid independence, self-monitor progress • Working walls current and relevant for children to use. Show sequence of learning |

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| <p>3</p> <p>Scaffolding</p>  | <p>...provide scaffolds (visual, verbal and written) that allow all pupils to access the learning?</p> <p>...use scaffolding in a way that reduces pupils' reliance on adult support? Do I reduce my scaffolding for pupils over time?</p> <p>...provide scaffolds in a non-stigmatising way (for instance, providing them at the whole-class level, allowing students to opt-in to a scaffold for a particular task)?</p> | <p>...use scaffolds (visual, verbal, and written) that support pupils to access the learning?</p> <p>...use scaffolding in a way that reduces pupils' reliance on adult support, lessening scaffolds over time?</p> <p>...provide scaffolds in a non-stigmatising way (i.e. providing them for a small group or pair, rather than only for 1 pupil)?</p> | <ul style="list-style-type: none"> • Writing frames to reduce cognitive load • Manipulatives always available to support learning (for self-access) • Word banks and visual mats relating to unit/current learning on desks to aid recall and reduce cognitive load |
| <p>4</p> <p>Flexible grouping</p>  | <p>...group pupils in a way that reduces stigma, ensuring such groups are based on the relative difficulty of curriculum content, rather than being fixed and inflexible?</p> <p>...promote peer tutoring, placing my pupils in groups in which they learn from one another?</p> | <p>...work with several different pupils, forming temporary groups when several pupils have the same current difficulty?</p> <p>...promote peer tutoring, facilitating pupils learning from one another?</p> | <ul style="list-style-type: none"> • Both Ts and TAs will support most vulnerable learners for that lesson • Vulnerable learners to be positioned near front and with adults when working • Talk partners/ buddies and paired work, joining ARE with Vulnerable Learner |

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| <p>5 Using technology</p>  | <p>...utilise technology such as a visualiser when modelling work for pupils?</p> <p>...use technology to help students to record their learning, i.e., through speech-to-text software?</p> | <p>...utilise technology as part of the delivery of interventions?</p> <p>...support pupils to use technology to record their learning, i.e. through speech-to-text software?</p> | <ul style="list-style-type: none">• Children with known fine motor difficulties to have access to typing/speech to text• Using talking tins/recording devices to record ideas to limit adult scribe/child copy• Information on Interactive Whiteboards is clear, succinct and visually supportive of cognitive load |
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