

Cognition and Learning



Assess need through:

- ★ Observations and AfL
- ★ Learning difficulties Screening (e.g EP)
- ★ Verbal and non-verbal reasoning test
- ★ Standardised reading and spelling assessments
- ★ SATs
- ★ Reading Age
- ★ Spelling Age
- ★ Visual perception tests (overlays)

Cognition and Learning Need

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| <ul style="list-style-type: none"> • Low levels of attainment • Phonological and short-term memory difficulties • Difficulty acquiring new skills (particularly in literacy and numeracy) • Difficulty in dealing with abstract ideas • Some speech and language difficulties e.g. generalising information, understanding abstract language • Some difficulties with fine or gross motor skills • Some signs of frustration and/or aggressive behaviours | <ul style="list-style-type: none"> • Difficulties involving specific skills such as sequencing, ordering, word finding • Difficulty forming concepts particularly when information is more abstract • Limited skills in verbal exchanges • Avoidance strategies • Low self-confidence/esteem • Episodes of dis -engagement |
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Wave 1

Wave 2

Wave 3

Quality First Teaching through:

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| <ul style="list-style-type: none"> • High expectations of children and appropriate challenge for all • High quality modelling to aid memory • Clear learning objectives and differentiated outcomes • Clear feedback and next steps in their learning – children involved in the process and given time to respond • Displays and classroom resources to support key learning points • Pupil’s name and eye contact established before giving instructions (unless autism is present/suspected) • Clear and simple instructions, breaking down longer instructions and giving one at a time | <ul style="list-style-type: none"> • Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress. • Intervention given to overcome misconceptions including follow up and follow on work from whole class learning • Small group work. • Routine opportunities for over-learning • Emphasis on skill mastery • Significant emphasis on consolidation before moving forwards • Personalised provision targets using Assess, Plan, Do, Review framework • Visual timetables • Access to ICT to help reduce barriers to learning • Alternative forms of recording sometimes used | <ul style="list-style-type: none"> • Interventions and targets from outside agencies implemented by teacher and teaching assistants • Provide programmes/activities working on underlying skills of phonological awareness to underpin teaching of phonics • Use of specialist programmes to make resources • Specialist support and interventions e.g. Educational Psychologists |
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- Clarify, display and refer back to new/difficult vocabulary
- Pre-teach vocabulary and key concepts
- Check for understanding
- Consistent use of positive language
- Jot down key points/instructions
- Give time before response is needed
- Visual cues and prompts
- Visual timetable
- Collaborative working opportunities
- Key vocabulary displayed/available
- Time given for processing
- Consistent use of terms
- Repetition and reinforcement of skills including worked examples
- Tasks simplified or extended
- Whole school awareness and training
- Visually supportive learning environments e.g. working walls, word mats
- Involve the pupil in discussions about how they learn and approach tasks
- Flexible grouping
- Writing frames
- Vocabulary cards
- Clear rewards and sanction systems
- Peer support
- Circle Time
- Individual whiteboards for drafting
- Modified resources
- Writing frames or alternatives to written recording when writing is not the primary objective
- Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals

- Active learning lessons
- Daily 1:1 reading
- Toe by Toe intervention
- Phonics intervention groups
- Write From The Start intervention to support handwriting,
- Earth Handwriting programme to support hand strength and handwriting.
- Listening Skills intervention
- Teaching memory strategies
- Additional time for key curriculum areas
- Access arrangements for tests and exams
- Coloured resources e.g. paper, overlays for reading
- Reading rulers and Number lines
- Numicon intervention
- Coloured overlays
- High Level of TA support
- Practical maths equipment

- Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc
- Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, 'Assessment for Learning' principles in place
- Personalised and differentiated teaching, including questioning
- Teaching and learning is methodical and sequenced to support 'knowing more, remembering more'
- Differentiated curriculum planning, activities, delivery and outcome
- TA in class support
- Structured school and class routines
- Apps and subscriptions to Reading Eggs, Spelling Shed, Epic Reading, TTRockstars, Espresso etc.

Outcomes

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| <ul style="list-style-type: none"> • Increased access to the curriculum • Increased retention of key instructions and information • Improved access to learning • Improved engagement and desire to learn/motivation • Increase range of secure concepts • Able to apply strategies of what to do when unsure or unclear about learning • Able to predict/recount content of lesson • Ability to work independently • Able to record information in a variety of ways | <ul style="list-style-type: none"> • Increase in confidence and self-esteem • Reduction in anxiety • Decrease in number of frustrated and/or aggressive behaviours • Improved listening and attention • Increased self -confidence and self -esteem • Improved social inclusion • Positive response from pupil voice • Improved attainment |
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Useful links to support Cognition and Learning:

- <http://www.bdadyslexia.org.uk/>
- <http://www.thedyslexia-spldtrust.org.uk/>

