



# **THE YEAR AHEAD**

**Our Inclusive School  
Years 10 & 11**

# THE APPROACHING PUBLIC EXAMS



# HOW DOES THE ELD GIVE SUPPORT?

- The Exam content for all subjects is begun
- Our neurodiverse pupils often have challenges with working memory and speed of processing
- The ELD gives the extra practice & time that is needed to 'overlearn' the essential skills
- The ELD give additional individual or small group lessons
- We support the English and Maths exam curriculum and study skills e.g.: revision, essay planning, editing, spelling & grammar
- We can support course work

# HOW DOES THE ELD HELP?

- The ELD works closely with the English & Maths Departments
- In Year 10 the four pieces of English course work are completed
- We can help with all the reading that is involved and help our pupils familiarise themselves with the poetry, prose and non-fiction texts in the iGCSE Anthology
- We can encourage and support the use of technology e.g.: immersive reader in OneNote and Texthelp
- We can give the extra help needed with structuring and planning essays



# WHAT DOES THE ELD DO?

- In English we 'overlearn' the identification of the writing techniques needed to analyse the language, form and structure of a poem or text e.g.: simile, metaphor, caesura pause.....
- We practise analytical writing structure (P.E.T.A.L. or P.E.E.T.E.R.)
- We use multi-sensory techniques – visual, auditory, kinaesthetic
- We scaffold a written answer
- We look at model answers



# HOW DOES THE ELD SUPPORT MATHS?



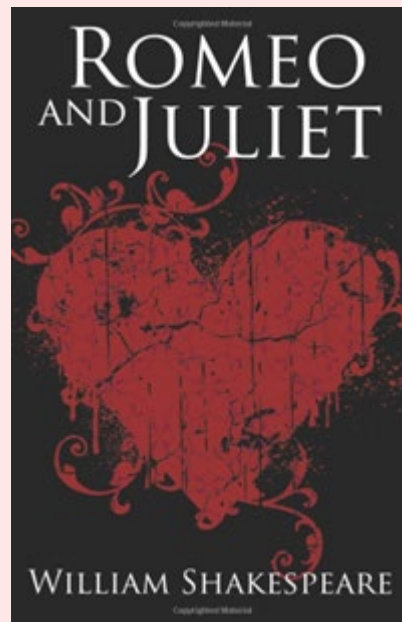
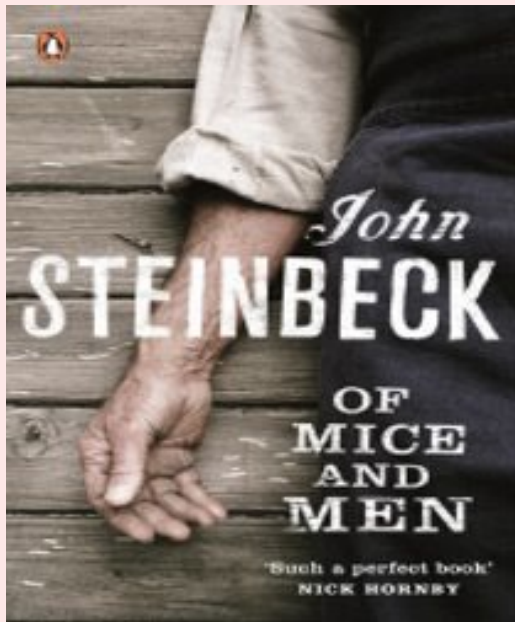
- Teach maths mastery by using the CPA approach, initially developed by Jerome Bruner (1966) – this offers an inclusive learning environment beneficial to all students
- **Concrete manipulatives:** use physical objects to model the concept, such as Cuisenaire Rods, Dienes apparatus, fraction tiles, counters, Numicon etc.
- **Pictorial representation:** the student should model the problem and visualise the concept by drawing a sketch or illustration.
- **Abstract:** the student processes symbols/numbers and formulae.

# WHAT MORE DO WE DO TO SUPPORT MATHS?

- We break up Maths problems into small steps
- We support Maths anxiety
- We use a variety of resources and concrete aids
- Relate to real life - when will I use this Maths?
- Hands on creative activities are encouraged to make Maths fun and creative
- We work closely with the Maths Department and your child's Maths teacher

# WHAT MORE DO WE DO TO SUPPORT ENGLISH?

- We can help our pupils really get to know the texts e.g.: 'Of Mice and Men'; 'An Inspector Calls', 'Romeo and Juliet'
- Encourage them to listen to the set texts





# ENGLISH SUPPORT

- Give pictures of the characters so they are easier to remember - visualise
- Build thumbnail sketches of each character - verbalise
- Collect quotes
- Model the P.E.E.T.E.R. Paragraph - Point, Evidence, Explain Technique, Explain the Effect on Reader
- Model the P.E.T.A.L. paragraph - Point, Evidence, Technique, Analyse, Link

# ELD GIVES THE ESSENTIAL EXTRA PRACTICE

- Practice makes perfect
- We only get better at a skill if we practise it



# WE SUPPORT REVISION SKILLS

- We explore the revision Tool-Kit
- Make revision multi-sensory
- Encourage activities where they are using the senses: visual, auditory and kinaesthetic
- Say notes aloud
- Use post-it notes
- Teach someone else
- Make posters, flash cards,
- Complete a past paper
- The best revision is ‘active revision’



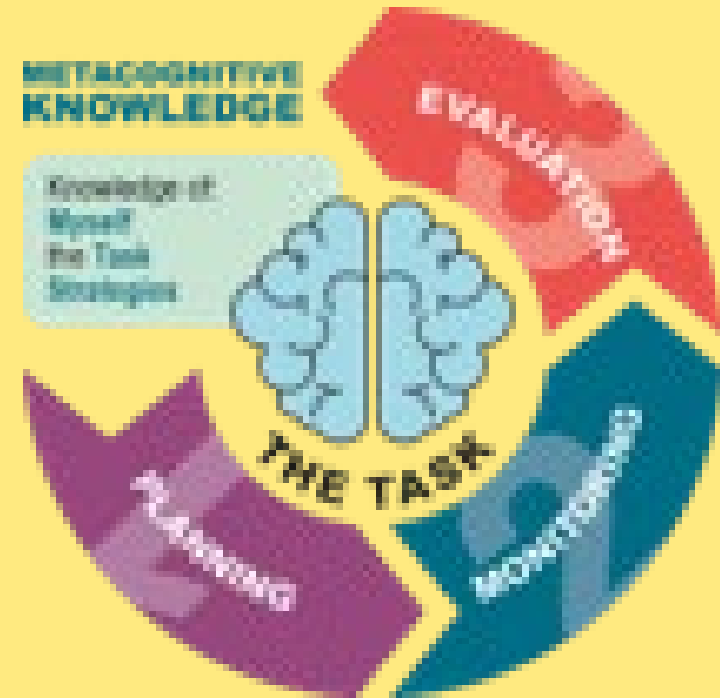
# WE SUPPORT EXAM TECHNIQUE

- Practice under timed conditions
- Use the Exam Access Arrangements e.g.: 25% extra time, using the laptop
- Practice typing skills
- Practice Proof Reading skills

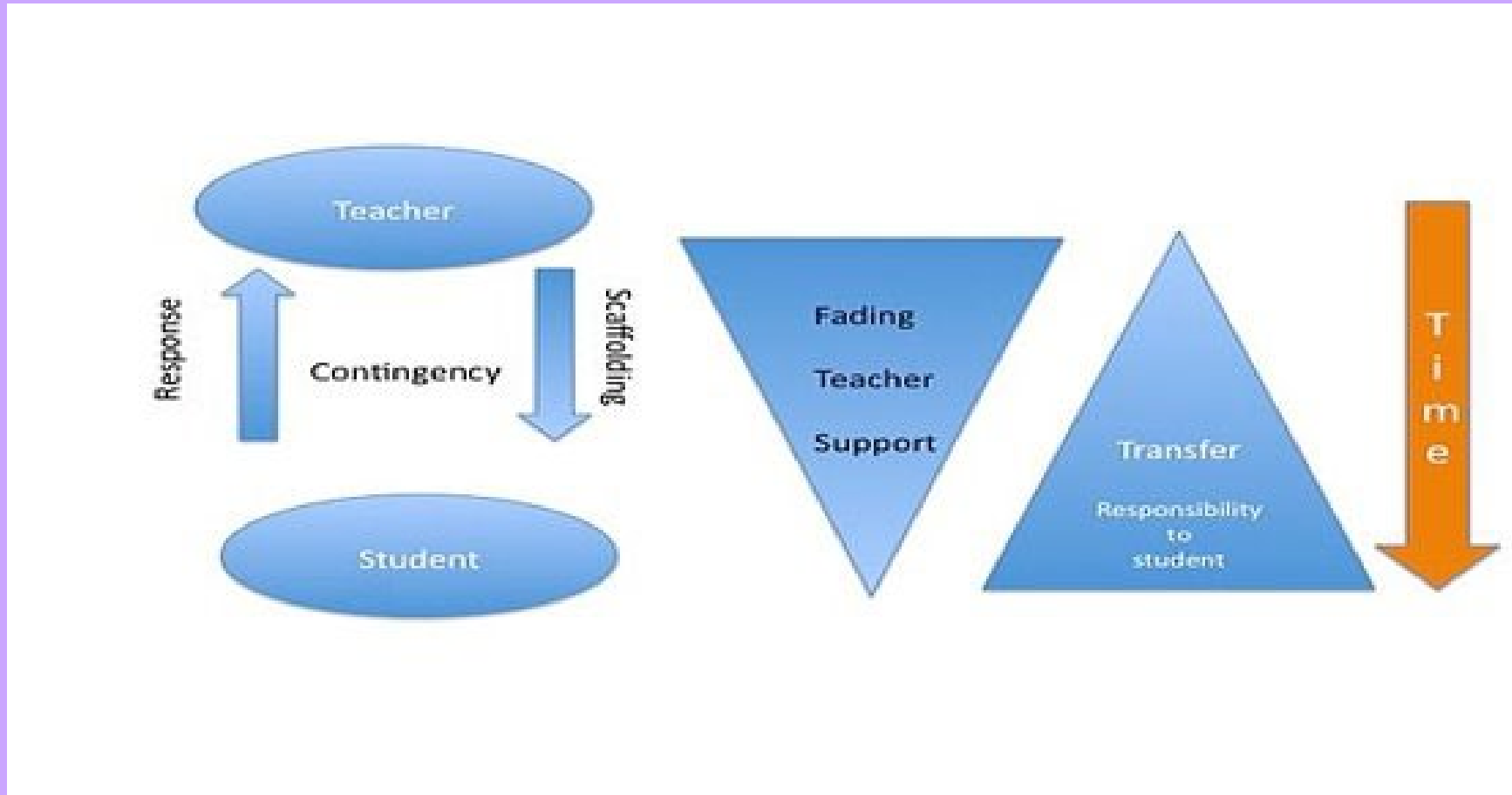


# METACOGNITION

- We encourage our pupils to be curious about themselves as learners and ask questions
- We encourage them to understand their strengths and how they can use these strengths to support their learning
- We encourage them to question the learning task- what do I already know about this topic that will help me? Do I need to break the task up into 'chunks' and if so, what is the best way to do this
- We encourage evaluation - What went well? How could I have done it even better?
- Are my organisational skills supporting me in my learning?



# WE ENCOURAGE INDEPENDENCE



# THE INDIVIDUAL EDUCATIONAL PLAN AND MATHS SUPPORT PLAN

- If your child has ELD support, we will meet with you regularly at IEP & MSP review meetings
- We use the IEP & MSP to share with each other what extra we are all doing to gain the most progress; the IEP gives us direction
- The IEP gives agreed targets, the strategies we are using and what success will look like
- We all need to agree the IEP & MSP and we need to meet regularly to decide what has worked and what we do next, so we follow a plan of assess, plan, do and review

# HOW CAN YOU HELP YOUR CHILD?

- Help them to stay organized
- They may need support prioritising their homework/revision – which one to do first
- Encourage good routines so that they do their homework at the same time each day
- Help them to create a good workspace – quiet, uncluttered and with the equipment they need



# WELL-BEING

- Encourage good sleeping habits
- Encourage good eating habits
- Encourage physical exercise
- Encourage reading!



# AND FINALLY.....

If you have any queries, ask us...

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