**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)

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| **Cognition and Learning Need** |
| * 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
 | * 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
* 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
* 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
* 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.
 | * 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
* Active learning lessons
* Daily 1:1 reading
* Toe by Toe intervention
* Phonics intervention groups
* Write From The Start intervention to support 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
* Coloured overlays
* High Level of TA support
* Practical maths equipment
 | * 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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| **Outcomes** |
| * 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
 | * 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/