**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 | |
| **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 |
| **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 | |



**Useful links to support Cognition and Learning:**

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