



CASE STUDY REPORT

Improving the achievement and progress of children with SEND

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This study was originally published in 2010 as part of the 'What Works Well' initiative, part of the National Strategies for Education in England.

Abstract

Background: The purpose of the study was to promote Quality First Teaching and personalised learning, set high expectations and aspirations, tailor learning and teaching to the needs of pupils, and focus on Assessment for Learning and pupil tracking.

Aims: The main aim of this development work was to promote Quality First Teaching and personalised learning, set high expectations and aspirations, tailor learning and teaching to the needs of the pupils, and focus on Assessment for Learning and pupil tracking.

Methods: The participants in this development work are middle leaders, subject leaders, teachers, external agency, and a Local Authority Achievement for All project leader. Methods used include observation, coaching, peer coaching, structured conversations, periodic teacher assessment, pupil consultation data, pupils' work, and test results.

Findings: The main findings are that the project has had a major impact on Quality First Teaching, with pupils becoming more confident and resilient learners, and teachers becoming more confident in their use of Assessment for Learning and inclusive learning and teaching strategies.

Implications: The findings suggest that coaching can be an effective way to improve Quality First Teaching, increase pupil confidence and motivation, and narrow the attainment gap between SEND pupils and Age Related Expectation. It also shows that peer coaching can be used as a collaborative CPD model.

This abstract was generated by Camtree using a large language model (LLM) and added to the original report in 2023.

Keywords: Primary education; Mathematics

Introduction

What were your reasons for doing this type of development work?

- Promotion of Quality First Teaching and personalised learning.
- Setting high expectations and aspirations.
- Tailoring learning and teaching to the needs of the pupils.
- Focusing on Assessment for Learning and pupil tracking.
- To contribute to Achievement for All Strand 3 (Attendance) by increasing enjoyment and motivation and therefore improve attendance.
- SEND: Special educational needs and disabilities

Who might find this case study useful?

- Middle leader
- Subject leader
- Teacher

Description

What specific curriculum area, subject or aspect did you intend to have impact on?

- Mathematics

How did you intend to impact on pupil learning?

- Pupils with SEND (special educational needs and disabilities) will become more confident learners, have a positive attitude towards their education and see more clearly the potential they hold.
- Pupil progress will be at least good (contributing to at least 4 points - average points score progress for the academic year).
- The gap will be narrowed between the attainment of SEND pupils and Age Related Expectation.
- Identification of inclusive practice in learning and teaching will contribute to the above.

What were your success criteria?

- Accelerated progress of pupils with SEND - (4 points - average point score)
- Improved teacher confidence and inclusive learning and teaching strategies
- Peer coaching used as a collaborative CPD model.
- Peer coaching model shared with and developed with other colleagues.

What information or data did you use to measure progress towards your success criteria?

- Periodic teacher assessment
- Pupil consultation data
- Pupils' work
- Test results

Describe the CPD approaches you used

Observation by maths coordinator of Y5 teacher's Quality First Teaching (QFT) on developing maths. Coaching followed using the principle of developing confident, resilient, engaged mathematicians to develop QFT. Our Y5 teacher has learned to use AfL effectively to plan and flexibly group children (initially jointly with maths coordinator). She now can use talking maths partners to develop discussion and provide support throughout the

lesson.

What CPD materials, research or expertise have you drawn on?

Achievement for All materials

Who provided you with support?

- External agency

How were you supported?

The activity has been supported by a Local Authority Achievement for All project leader.

Impact

What has been the overall impact on pupil learning?

The children in the Y5 cohort, including those with SEND, have become much more confident and resilient learners. The children seem better equipped to be in charge of their own learning. They access and act upon marking feedback much more effectively. They know how to verbalise their thinking and they have become skilled at assessing and reflecting upon their own learning and progress.

Thoughts you think are relevant to overall impact on learning

Children interact and talk more freely with their partners and their thinking had been deepened through the strategies outlined above. They have become more independent learner and more confident to take risks. They are no longer afraid to have a go or get things wrong and have learnt that they can learn from mistakes. They have become more confident and developed the vocabulary to give deeper explanations to their peers and teachers. They know where they are at with their learning, what they next step in learning are and know where to find their next target. Children throughout the class have been supported and challenged in different ways. Children needing support and extension have both benefited through working mixed ability. They have become used to deeper mathematical vocabulary and developed their explanations and rationalizations by helping each other. Children are also more equipped to assess their own learning and recognise when they are doing well or need support.

Quotes you think are relevant to overall impact on learning

Quotes from parents during Structured conversations:

- "He has got really excited by some of the work today."
- "I never thought she would be able to do that."
- "The school has done so much to improve the confidence of (my child)."

Quantitative evidence of impact on pupil learning

- Periodic teacher assessment

Qualitative evidence of impact on pupil learning

- Logs or interviews
- Observation outcomes
- Pupil consultation data
- Pupils' work

Describe the evidence of impact on pupil learning

73% (8/11) of children with SEND made at least satisfactory progress. (The 3 remaining children have severe Special Needs).

54% (6/11) of children with SEND made good or outstanding progress.

What has been the impact on teaching?

- Raised expectations of Quality First Teaching in maths (and also other curriculum areas).
- Setting high expectations and aspirations for all children including those with SEND.
- Tailoring learning and teaching to the needs of the children.
- Focusing on Assessment for Learning and pupil tracking.

Quotes you think are relevant to the impact on teaching

Y5 Teacher:

"Over the last year we have worked the class with flexible groupings whereby the children have to be with a maths talking partner but their partner changes on daily basis. These talking partners are used for discussion and support throughout the lesson. Groups of children that need support or challenge are organised on a daily basis. These grouping are organised based on the how well the children have met the success criteria from the previous day. We have taught the children to reflect upon and assess their own work and learning at the end of a lesson. The children assess their work and learning by using one of three faces and a comment, we also often uses a maths statement to help scaffold their comment. These comments are also used when grouping children for support or extension. Marking to the lesson objective is done in an in-depth way as teachers' comments say how well they have done to meet the success criteria, what their next steps are and if they will be working with a teacher the following day. The first thing children are asked to do at the beginning of the lesson is look at their marked work and comment from the previous day and act upon any advice. The children which are not in a teacher group are classed as maths challenge. These children work independently or in pairs to complete the task. If they need help they are encouraged to ask one of the other children who are doing maths challenge. We have also introduced maths ladders and multiplication challenge. These are in the children's maths books so they can clearly see which run of the ladder they are on and what their next steps are. These are updated regularly with discussion between teacher and child. "

Evidence of impact on teaching

- Evidence from observation and monitoring
- Evidence from planning
- Teacher perceptions

Describe the evidence of impact on teaching

All observed lessons were good or better.

Work scrutiny and discussions with children showed that a large majority of children were making good progress or better and were motivated and enjoying learning in maths.

What has been the impact on school organisation and leadership?

- The project has had a major impact on how the school uses coaching to develop Quality First Teaching.

- The cascading of this coaching model will follow naturally.

Evidence of impact on school organisation and leadership

This project has allowed SLT to have impact beyond their own classroom and across the whole school.

Summary

What is the crucial thing that made the difference?

Creating the capacity for a coaching role to evolve.

What key resources would people who want to learn from your experience need access to?

- Achievement for All materials.
- Capacity to deploy staff to meet needs of such an activity.

What CPD session and resources were particularly useful?

- This has been an School Improvement priority and therefore CPD has been strategically planned to enable this priority to be met.
- The School Project Lead (headteacher) and SENCO have attended and disseminated national training to meet the needs of the school.
- Workshops were designed to meet needs as appropriate.

If another individual or school was attempting to replicate this work, where would they start and what would the essential elements be?

- School Improvement Priority (essential)
- Engage Senior Leadership Team
- Ensure all staff are onboard with project
- Identify and explain funding
- Involve governors throughout the process

What further developments are you planning to do (or would you like to see others do)?

Extend the coaching model within school.

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About 'What Works Well'

This case study was originally published as part of the 'What Works Well' section of the National Strategies for Education in England. The National Strategies were professional programmes aiming for improvements in the quality of learning and teaching in schools in England. 'What Works Well' involved teaching practitioners from all phases and areas of education sharing accounts of real developments which had improved learning and teaching, and made a difference to pupil progress. 'What Works Well' case studies were designed to support practice transfer and include sufficient detail and resources to enable others to implement the effective practice described. Most were reviewed by experts prior to publication as 'User Generated Content' (UGC) under a licence which encouraged reuse and derivative works, but which precluded commercial use. This report was awaiting final approval when the National Strategies site was archived.

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