

## Inclusive Curriculum

We attempt to use the following principles for Inclusive

First Quality Teaching

<u>Clearly Sequenced Curriculum</u> – taught in a logical sequential way. A progressive and cumulative curriculum is the most effective resource to support all learners, including those who are disadvantaged or have a SEND.

<u>Chunking Content</u> – When information is new to learners, the best way for them to process this is in small manageable bites or chunks, due to limits in the working memory. Chunks can get bigger overtime allowing pupils to master learning before moving on.

**<u>Retrieval Practice</u>** – A strategy designed to recall and remember information: firing synapsis and making 'our brain sticky'.

<u>Ćoncrete Examples</u> – Understanding abstract concepts can be tricky to comprehend, therefore visuals, other sensory stimuli and real life examples , will help understanding.

<u>Pre-Teaching and Over Learning</u> – This introduces new vocabulary and ideas based already on what they know, whilst over learning offers regular review and recall.

<u>Modelling</u> – Modelling and worked examples, vocalising thinking offers prompts and support needed.

**Effective Questioning** – We also consider the level of questions linked to blank levels and understanding and the amount of questions asked to ensure minimise cognitive overload.

<u>Dual Coding</u> – When learning new materials, our short term memory is limited and this impacts on our attention and cognitive load. Presenting information through words and images helps with new learning and retrieval.

**Explicit teaching**- when teaching new vocabulary, time should be taken to explore it, understand it, use it in different contexts.

<u>Feedback</u> – Used throughout the lesson to acknowledge understanding and address misconceptions. It is used on completion of work to advise next steps and how to improve.