



LEARNING WALLS – MAKING LEARNING MAKE SENSE...

FOR PUPILS WITH LEARNING DIFFICULTIES / SEN.

When used effectively, OurBoards Learning Walls can impact significantly on Learning and Teaching by:

- Providing **consistency** to the focus for learning on every Learning Wall within a classroom and in every classroom throughout the school. Such consistency can be beneficial to LD/SEN pupils as they move from class to class and at transition times when moving to a new class at the start of a new school year.
- Clearly making the **links** between great **learning**, purposeful engagement, pupil **involvement** and high quality **teaching**.
- Clearly showing the **development** of a subject area during the period of study, be it one week, two or three weeks or half a term. Because OurBoards Learning Walls allow learning and teaching to be captured so easily, they give opportunities for revisiting, reinforcing, reflecting upon and consolidating prior learning.
- The progression of learning, day by day, along the footpath, the sequential, daily accumulation of learning, provides a timeline and a daily routine of sorts, a sense of sequential order that can be extremely beneficial to the LD/SEN child. A Learning Wall provides order, sequence and structure to learning, important factors which are essential for them to fully focus and learn effectively.



- Creating a genuine sense of pupil **engagement in learning** and a desire to **succeed**. The capturing of learning on a Learning Wall in structured, sequential, organised way enables a LD/SEN child to understand more easily the development and progression of a lesson or series of lessons;
- Providing a **consistent approach**, a **consistent structure** to learning and teaching. A **consistent format**, a consistent means of showing pupils that learning is a continuum and not just discrete 'chunks' of unconnected content; a **consistent language** – a '**language of learning**';
- A typical Learning Wall will incorporate stickers or labels with such aspects as "**Key Vocabulary**" and "**WAGOLL**". Consistently presented on every Learning Wall, such prompts can provide real scaffolding for the LD/SEN pupil.
- Learning Walls can be created, adapted and modified by the teacher and TA, not only to suit their learning style but also to cater for the needs of pupils with LD/SEN in their class, for example, by using certain colours or font size or style;
- Providing a seamless 'system' for **capturing learning and teaching which** encourages pupils to become **totally involved** and **to take responsibility for their own learning**. A Learning Wall can be photographed by adults or pupils themselves as it evolves during a week, copied and printed and preserved in the personal workbook of a LD/SEN child, serving as a permanent reminder of the key points of learning.
- Clearly demonstrating and displaying the school's commitment to creating a positive learning **culture** across the school.

If you would like to discuss OurBoards Learning Walls with one of our Partner Consultants then please get in touch.

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