

DRAFT RATIONALE FOR LEADERS AND MANAGERS

LEARNING WALLS – MAKING LEARNING MAKE SENSE....

FOR PUPILS WITH LEARNING DIFFICULTIES / SEN.

When used effectively, our 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. The familiarity and recognition may reduce a child's anxiety and enable them to settle to learning more quickly;
- Clearly making the **links** between great **learning**, purposeful engagement, pupil **involvement** and high quality **teaching**.
Often the Learning Wall will have clearly captured the key points, the important information, the essential elements of a lesson or series of lessons. Being able to see and re-trace these key points and at the same time having them re-emphasised or re-taught by a teacher or learning assistant, can be hugely beneficial to the child who maybe missed them or didn't fully understand them during the original lesson. Additionally, being able to review a lesson's key points at a later time, may help to relieve some of the time pressures that LD/SEN pupils often find so stressful as well as the stress and intimidation that might be associated with learning in the 'public arena' of a busy classroom;
- 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 our Learning Walls allow learning and teaching to be captured so easily, they give opportunities for revisiting, reinforcing, reflecting upon and consolidating prior learning. Such over-learning could take place at a convenient time, perhaps when the room is not being used, it can be conducted at the pupil's own pace and without the distractions and disturbances of a fast-moving, classroom lesson environment.
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.
Children with LD/SEN will quickly become accustomed to the daily routine and use of the Walls, the familiar structures, and this will enable them to feel more comfortable and at ease with classroom lessons and learning;

- 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**" (what a good one looks like – an example of a desired outcome). Consistently presented on every Learning Wall, such prompts can provide real scaffolding for the LD/SEN pupil. Learning Walls can also provide an attractive focus for a subject area in an orderly and structured presentation, helping to eliminate clutter and unnecessary distractions which some LD/SEN children (and other children) may find terribly confusing and over-stimulating.
- 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. The LD/SEN child is also able to make contributions of their own to the Wall during the week, in their own time and at their own speed (perhaps by writing a relevant WOW! Word on a post-it and adding it to the Wall or posting a piece of their own work which represents a significant learning milestone for them), thereby increasing and improving active participation whilst developing self-confidence, self-esteem and pride;
- Clearly demonstrating and displaying the school's commitment to creating a positive learning **culture** across the school.