

## Inclusion activity

Group	Characteristics	Pen portrait	Strategies for inclusion
A	High cognitive proficiency, low technical proficiency	<p>Salim is a child with a very good understanding of numerical problem-solving, investigation and inferential questioning. He is able to investigate, using a range of source material and present information to his peers in a clear and concise way. Salim has little technical knowledge of ICT but is able to pick up new skills and techniques very quickly.</p> <p>Sarah has had a comprehensive experience of ICT in KS2 both in the use of QCA SoW and also in the application and use of ICT within other subjects. She is working at a level appropriate to her age. Sarah also uses a PC for research and homework. She is able to work independently, using a range of skills and techniques, including 'Help' features. She can work with others to solve a problem. During plenaries Sarah is able to contribute her opinions and findings from the task completed in the lesson, and sometimes uses such opportunities to pose new questions or develop a hypothesis.</p>	
B	High cognitive proficiency, high technical proficiency	<p>Robert has worked through the QCA SoW and has covered all of the units. He struggled to engage with some of the activities because of his low level of literacy and numeracy skills. He works well when assisted and supported by the teacher or teaching assistant. When questioned he struggles to justify his choices or the way in which he has chosen to complete an activity. His lack of confidence sometimes means that he does not feel comfortable asking questions or taking part in discussion. Robert enjoys ICT but does not get the chance to build up his confidence and skills as he does not have access to a computer at home.</p>	
C	Low cognitive proficiency, low technical proficiency	<p>Mai-Ke works very quickly when given a practical task in ICT. She sometimes becomes frustrated during discussions or when working in groups away from the computer as her oracy is poor. Open-ended investigation is difficult because, although she has many technical skills, she finds it hard to split a problem in order to solve it or to consider different choices and then justify them.</p> <p>Mai-Ke has a home computer where her older brother teaches her new skills and techniques. She is able to help fellow pupils with technical aspects of the ICT lesson.</p>	
D	Low cognitive proficiency, high technical proficiency		