

Benefits and limitations

| Tailoring lessons for a range of needs – a list of possible strategies | | |
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| Support strategy | Benefits | Limitations |
| Offer a scaffold, e.g. a writing frame. | Fully inclusive. Self-supporting. | Extra preparation. |
| Put pupils in ability groups. | Easy to target support (e.g. by TAs) to neediest groups. | Low-ability groups will be limited by each other's lack of expertise. |
| Teach the class together but give them separate tasks appropriate to ability. | All pupils are accessing objectives. Tasks reflect specific needs. | Extra preparation and monitoring of groups. |
| Ensure resources and activities have an extra challenge built in. | Support and extend pupils' learning. | Needs scaffold and guidance as to when this can be accessed. |
| Use peer support within groups, identifying specific roles. | Opportunity to support and demonstrate learning. Group work extension strategies. | Monitoring consistency of support, training peer tutors. |
| Identify and plan specific group support, e.g. 'You can start while I have a further word with...' | Support is targeted, giving immediate feedback and interaction. | Whole class has to be aware of organisation and expectation – activities need to be self-supporting to a point. |
| Structure tasks with intervention points and expectations towards completion. | Clear understanding of points of teacher feedback and support. Understanding of where they should be on the way to completion. | Teacher intervention planned. Planning has to reflect next steps and a clear focus on 'What if...?' strategies. |