

# Strategies for inclusion

Group	Characteristics	Pen portrait	Strategies for inclusion
A	High cognitive proficiency, low technical proficiency	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><b>Strategies for inclusion</b></p> <ul style="list-style-type: none"> <li>Support materials to introduce new techniques and skills, e.g. online help, self-tutor package</li> <li>Peer tutoring of new techniques and skills</li> <li>Teacher modelling possibilities of technical applications in relation to task</li> <li>Planned opportunities to apply new skills in different contexts</li> <li>Clear and focused opportunities to work independently</li> </ul>
B	High cognitive proficiency, high technical proficiency	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 this opportunity to pose new questions or develop a hypothesis.	<ul style="list-style-type: none"> <li>Opportunities for independent investigation and problem solving</li> <li>Peer group/self-assessment opportunities built into activities</li> <li>Open-ended investigation opportunities, developing hypotheses – investigating, making choices</li> <li>Extension activities drawn from Y8 objectives</li> <li>Opportunities to apply capability in different contexts</li> </ul>
C	Low cognitive proficiency, low technical proficiency	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.	<ul style="list-style-type: none"> <li>Supportive resources, giving access to the activities – numeracy and literacy barriers removed</li> <li>Scaffolding to allow achievement, e.g. word banks, sentence starters</li> <li>Writing/questioning frames to allow some analytical thinking to develop</li> <li>Splitting objectives into smaller steps</li> <li>Time to develop confidence in the use and application of the software/hardware; computer club</li> <li>Targeted classroom support (including use of TA) and class/group organisation to support and develop confidence</li> </ul>
D	Low cognitive proficiency, high technical proficiency	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. 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.	<ul style="list-style-type: none"> <li>Splitting objectives into smaller steps</li> <li>Scaffolding to support problem solving and evaluation, e.g. word banks, sentence starters</li> <li>More intervention within activities to develop analytical thinking</li> <li>Opportunities to highlight the links between skills and capability</li> <li>Limiting time for practical activities to ensure time for analysis and evaluation</li> <li>Focused group work with opportunities for discussion and justification of choices, critical evaluation</li> </ul>