



# Teaching at More House School

## How is it different?

### The More House Approach to supporting SEND within the whole class context:



We do not teach to the diagnosis<sup>1</sup>



We recognise that all diagnoses share difficulties with Language, Attention, Working Memory and Processing<sup>2</sup>



We use a range of basic but highly effective strategies to support our pupils<sup>3,4</sup>

#### Using language carefully when questioning

- Using concise, clear language in spoken and written questions
- Using command words to begin questions
- Giving take-up time
- Supporting lists of instructions with visual task lists
- Encouraging verbal answers before written responses

#### Recognising often considerable gaps in existing knowledge and skills

- Contextualising new ideas
- Making clear links to existing knowledge
- Using the concrete and visual to communicate abstract concepts
- Supporting new vocabulary
- Not assuming knowledge or understanding
- Using cultural capital to create tangible links from the theory/topic to real life living

#### Removing unnecessary barriers from the learning experience

- Avoiding lengthy verbal delivery
- Avoiding copying from the board or textbooks
- Teaching a variety of note-taking techniques where needed
- Using supportive technologies

#### Choosing the right pace for accumulating knowledge and skills

- Communicating one thing at a time
- Using small steps to progress through the material
- Providing scaffolding for difficult concepts
- Providing models of engagement
- Identifying and addressing misconceptions
- Modelling and guiding student classroom practice
- Modelling and guiding independent practice

#### Reading behaviour as communication

- Knowing our pupils from their data and from their real-life behaviours
- Absorbing uninhibited behaviour with interesting work
- Using interactions to promote work, not conflict
- Using rewards and sanctions appropriately
- Creating competition and using rewards
- Sharing something of ourselves

#### Promoting evidence of learning over quality of presentation

- Using handouts with lots of white space
- Using highlighters to identify key words
- Allowing short answers on worksheets
- Using sentence starters
- Tolerating messier presentation

#### Enabling successful recall

- Using daily, weekly and monthly review strategies
- Recapping frequently throughout the lesson
- Realising when working memory and long-term memory are not working together
- Providing reference sheets to support working memory
- Ensuring understanding before moving on to new material

#### References:

1. Griffiths, D. (2020) Teaching for Neurodiversity: Training Teachers to see beyond labels. Impact Journal of Chartered College of Teaching. Available at: [e-spac.mmu.ac.uk/625091/](https://e-spac.mmu.ac.uk/625091/)
2. Suigzdaite et al. (2020) Transdiagnostic Brain Mapping in Developmental Disorders. Current Biology 30, 1245-1257. Available at: [www.sciencedirect.com/journal/current-biology/vol/30/issue/20](https://www.sciencedirect.com/journal/current-biology/vol/30/issue/20)
3. Rosenshine, B. (2012) Principles of Instruction, Research-based strategies that all teachers should know. American Educator, Vol. 36, No.1. Available at: [www.aft.org/sites/default/files/Rosenshine.pdf](https://www.aft.org/sites/default/files/Rosenshine.pdf)
4. Rosenshine, B. (2019) Rosenshine's Principles: 10 FAQs. Available at: [teacherhead.com/2019/10/02/rosenshines-principles-10-faqs/](https://teacherhead.com/2019/10/02/rosenshines-principles-10-faqs/)