

CHECKLIST: FEATURES OF INCLUSIVE CLASSROOMS

Modern Language programmes which succeed in making good provision for a wide range of students tend to include a number of the following features.

Before the lesson:

- Teachers are aware of the principles of inclusion that specify that pupils can be considered as 'included' only if they take part in the same activities as the rest of the class, although they may receive additional support and the activities and targets may be differentiated as necessary.
- Teachers are aware of the specific difficulties faced by individual learners and devise ways of removing or reducing those difficulties, or of providing support to enable learners to achieve the targets set. The targets set for them are, therefore, achievable.
- Modern Language teachers are aided in their efforts to understand the difficulties faced by individual learners and to make their subject accessible by advice - and assistance where necessary - from Learning Support specialists.
- The aims and content of the programme are discussed with students and their views, interests and aspirations are taken into account.

At the start of each lesson:

- At the start of each lesson pupils are aware of what they will be learning during the lesson, and how the work fits into the overall scheme.
- The teacher ensures that all pupils are ready to pay attention before starting the lesson. An agreed signal is given when the lesson is about to start. The first activity is a whole-class active task that everyone can join in successfully (e.g. reviewing important points from the last lesson: who can remember...)
- Before **new learning** is introduced, pupils are given an opportunity to re-activate **prior learning** and links between the two are made explicit.

In each lesson:

- Pupils are aware of the need to pay attention when instructions are being given. Teacher ensures that all pupils are paying attention before giving instructions, gives one or two simple, unambiguous instructions, and provides a note of what is to be

done so that pupils who 'lose the place' can easily find it again. Pupils who forget what to do next are allowed to ask a buddy.

- New learning is recorded and displayed for reference throughout the lesson or series of lessons in which it will be required.
- Pupils are aware of the purpose of each task, how long it is expected to take them and what outcome is required.
- Tasks are varied so as to accommodate a range of learning styles and a degree of choice is available.
- Outcomes are varied to take account of difficulties encountered by individual pupils.
- Organisation of tasks is varied: whole class / group work / individual.
- Groups are mixed-ability and tasks are planned in such a way as to promote interpersonal co-operation and mutual support.
- After new learning has been introduced and practised in a whole class situation, pupils have opportunities to consolidate and internalise the new material before they are required to use it in speaking/listening/reading/writing activities.
- Writing tasks are carefully vetted to ensure that they genuinely contribute to the learning process and are not simply used for administrative convenience.
- Pupils should have opportunities to **personalise** the language they are learning and to engage in creative activities which take account of their personal strengths.

Support

- Pupils receive whatever support they need to be successful.
- Support can be adult support where necessary, but this is seen as short-term; steps are taken to provide support in a form that allows the learner to become more autonomous and less dependent on adult support (e.g. by providing help sheets or access to ICT and/or to a 'buddy' if this would help with organisational problems.)