

# Mount Tamar School

Personalised learning and pedagogy handbook  
Supported by Plymouth Teaching School Alliance

Version 1 January 2017

(Updated versions will be published as Mount Tamar research develops)



***Aspire to be your best, make each day an  
adventure and achieve the impossible'***

## Introduction

This document aims to give a clear overview of our school's 'Aspirational' culture for learning. Staff at Mount Tamar value opportunities to blend high aspirations, individual support and real life experiences to give our students the tools for their future, which will involve both social and academic skills.

This document should offer staff and pupils concrete examples of 'how we do things at Mount Tamar'. These practices are ever evolving, but are always aimed at supporting the learning process. Understanding pedagogy is at the heart of Mount Tamar's research based practice. Principals are informed by the outcomes of research and inquiry both from Mount Tamar's in house study as well as reviewing external sources of research and practice.

Staff actively evaluate their practice and seek out critique for their curriculum and classroom design. The opinions of the pupils on policy, principles and learning is actively sought. The school forms part of their development and their future.

Staff at Mount Tamar sign up to a culture that values life long learning. They collectively work to create the most exciting, professional and memorable learning experiences possible. Staff and pupils are empowered to value opportunities to be independent learners and follow their curiosity.

Staff, pupils and supporting agencies use Mount Tamar's learning spaces to create learning experiences and quality outcomes.

Brett Storry  
Head teacher

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## 1. Personalised learning - and how we achieve it

Personalised learning is key in making the move between 'surface' learning to 'deep' learning and ultimately to effective learning. It enables students to access and understand ideas independently, with the confidence to pursue their learning to higher levels.

As a staff group we achieve personalised learning when we make the deliberate moves to:

- Recognise and accommodate different learning preferences and styles
- Develop thinking strategies such as checking, remembering, knowing, creating, exploring and doing (the Mount Tamar learning behaviour Robots)
- Create innovative and exciting opportunities for pupils to regularly practice and develop these skills
- Encourage social skills including listening, cooperation, small groups and paired learning, team work and negotiation.
- Provide structured academic mentoring and coaching
- Extend curriculum choice and pathways
- Use IT to support self managed progression

Deep learning enables students to:

1. Relate ideas to previous knowledge and experiences
2. Check evidence and relate it to conclusions
3. Become actively interested in course contents
4. Look for patterns and principles

By creating 'deep' learners our students are on track to become effective lifelong learners.

They question themselves and others as to whether they are employing the best methods. They can explain to their peers the process of their learning and its outcomes.

Effective learners progress still further to organise information and through understanding convert it to knowledge. They welcome questioning and probing of all aspects of their knowledge.

## Independence in learning

Independence is about developing in students the skills and aptitudes that enable them to become increasingly autonomous in their learning – recognising for themselves where they are in their learning and taking the next steps.

## 2. Learning conversations in everyday learning and 'Pupil Progress Reviews' (PPRs)

We talk to our students every day, often without realizing just what powerful tool conversation is in helping to personalise their learning. With the right mindset we can utilise every conversation to

discover more about how students feel about teaching and their learning. In doing so, we involve them as active participants on the learning journey.

Whether on a one to one, or in a group we need to build a dialogue recognising that our commitment to this process is one of the most effective ways to develop a student's cognitive ability.

Learning conversations are best when they are reciprocal, supportive and cumulative

## Reciprocal – balancing the power

This requires a shift in the classroom relationships from the traditional position, where the question / answer scenario asserts the teacher authority and checks the recall of prior knowledge, to a reciprocal learning environment based on partnerships – students and teachers working together to enquire, debate and formulate opinions. It allows opportunities for staff to drive student thinking even further forward with prompts such as:

- 'why do you think that?'
- 'Do we all agree with what he said, if so why?'
- These conversations enable students to take greater ownership of the learning process.

## Supportive

For students to have confidence in the learning process, learning conversations must be positive and supportive. It is important for staff to be prepared to share with students a common language of learning so they can fully engage in the learning conversations.

Reducing dependency – we all have a role to play in scaffolding conversations in such a way that students can gradually reduce their dependency on staff.

This will involve:

- use of guides and prompts
- adapting the task to enable students to engage fully

Our support is crucial in helping the students reach a point where they can give their ideas freely without worrying about 'getting it wrong' or 'saying the wrong thing'. This can be done through:

- Sharing ideas
- Talking one at a time
- Respecting the opinions of others
- Giving reasons for answers

## Cumulative

Learning conversations are most effective when the task of developing the learning is broken down into small achievable chunks. This is done by ensuring that each learning conversation builds on the knowledge and understanding reached during the previous lesson and relies on the long-term relationship between the student and adult. Gradually the student will grow in confidence and play a larger more active part in the conversations.

### 3. Assessment for learning

....deciding where learners are in their learning, where they need to go and how best to get there.

- Sharing learning objectives with students
- Helping students recognise the standards they are aiming for
- Involving students in peer and self assessment
- Providing student feedback that enables them to recognise their next steps and how to take them
- Involving teachers and students in reflecting on assessment information

Example vocabulary for framing learning objectives and expected lesson outcomes

Draw	State	Record	Recognise	Identify
Sort	Describe	Select	Present	Locate
Decide	Discuss	Define	Classify	Explain how
Devise	Calculate	Interpret	Construct	Explain how
Plan	Predict	Conclude	Solve	Determine the key points from
Formulate	Explain why	Use the pattern to	Reorganize	Explain the differences between
link	Use the idea of..to..	Use a model of.. to..	Provide evidence for...	Evaluate the evidence for ...

### Helping students recognise their targets

Occasionally stating the learning objectives is not enough and more has to be done to help students understand what they must do to reach the required standard.

Techniques may include:

- Modeling
- Showing and discussing
- Discussion against success criteria such a stages and syllabus
- Per assessment against set criteria

### Oral and written feedback

In providing feedback to students, teachers have the opportunity to identify learners' strengths and to give clear and constructive advice on the areas needing improvement.

In this supportive environment, students feel safe to take risks and to speculate when answering questions – promoting faster independent learning.

When giving oral feedback staff should strive to be positive recognising student efforts and achievements while offering specific details about the way forward.

Example oral feedback:

Correcting errors	Good try, but not quite right. Actually it's....
Providing information	Yes, what you are talking about is called
Appraising and praising	That would make sense, has anyone else tried something similar.
Challenging	Try that again. This time include....
Seeking clarification	What do you mean when you say it needs....
Urging development	How might you take that argument even further
Redirecting learning	Move onto the explanation, as it is also important to....
Focusing learning	All this is important, but it's really your use of.... will improve your work
Moving learning on	Spend a few moments deciding on two changes you will make to improve
Summarising learning	Let's think about what we have learned so far
Encouraging reflection	Let's just think about what we have discussed...is there anything else you might do?

## Providing effective written feedback

Constructive written feedback relating to learning objectives and outcomes will:

- Focus on the learning objectives
- Confirm that the student is on the right track
- Stimulate improvement
- Support next steps
- Provide opportunities for the students to think for themselves
- Provide opportunities for students to respond and be involved

## 4. Co-operative learning – group work

Good communication and the ability to work as part of a team are highly rated work place skills, which our students develop through group work activities. In good examples of this students:

- Learn from each other
- Develop empathy
- Develop problem solving strategies
- Fully understand their own understanding

Students are more likely to work effectively when staff:

- Provide clear structure
- Use strategies that support good behavior
- Establish clear rules
- Introduce clear tasks and outcomes
- Select seating and groups

## Climate for learning

The climate in the classroom is most likely to be conducive to learning when staff:

- Make use of lesson beginnings by preparing well
- Share lesson objectives
- Work closely with the support staff
- Make most of the lesson endings by leaving time for review of learning
- Set the scene for the next lesson
- Display student work
- Use different arrangements for the furniture for different activities

## 5. Emotional intelligence

The emotional resilience of the students has a large impact on their learning and independence. Success comes from the awareness, control and management of not only our emotions but those of others. Emotional intelligence embraces two related aspects:

- Understanding of self goals, intentions, responses and behavior
- Understanding of others and their feelings

Asking the questions

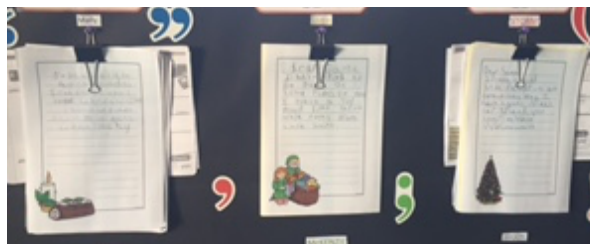
Emotional area	Question
Self awareness	Do students know their preferred learning style? Are students encouraged to be self reflective learners?
Managing feelings	Are students given time to calm when angry? Are students supported to practice calming strategies? Are student given time to talk about their feelings?
Motivation	Are expectations clear? Are students encouraged to bounce back and try again?
Empathy	Are students encouraged to consider the feelings of others?



## 6. The Mount Tamar Classroom environment

Classrooms at Mount Tamar are not identical but all use similar strategies to engage the pupils and improve learning. They will include:

1. Interactive white boards and Smart Screens
2. Individual student learning area based on the TEACCH approach
3. Class rewards clearly displayed
4. Individual reward programme
5. Zones of regulation – used to help the pupils understand their feelings and state of calmness
6. Literacy learning – examples of personal best work
7. Numeracy learning – examples of personal best work
8. Learning wall used to assist learning
9. Key reference words based on current scheme of learning and pupil ability
10. Learning behaviour Robots – used for transferrable skills
11. Individual student work schedules - Teacch
12. Class schedule - Teacch
13. Resources – fully labeled
14. Central sharing table for social skills and team work
15. Reading corner
16. Calming spaces



### Subject learning walls

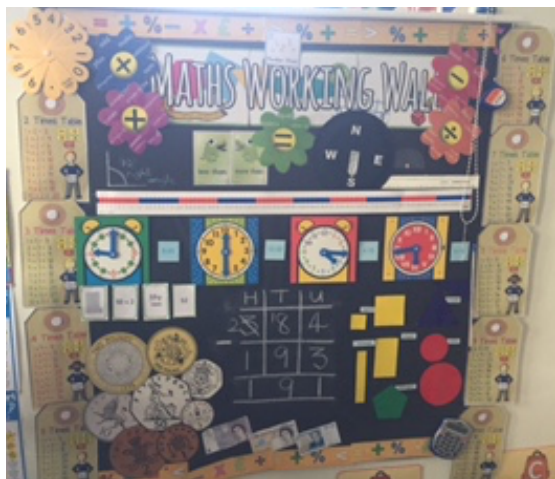
Learning walls serve the same purpose for all subjects. They are used to model, inform and develop the process of learning. They provide a space for topic specific vocabulary, examples of student learning and personal bests that show progress clearly.

An essential part of the learning wall is interactivity: students opportunity to add their own learning: resources are routinely accessed by the students as they use them to support their work.

### How and when will it be used?

During lessons students, support staff and teachers work in collaboration and use the learning walls to model new learning, display resources and present student's thinking. With Mount Tamar's emphasis on cross curricular learning this ensures that key skills can be referred to across all subjects.

Learning walls are not static displays and it is expected that their content will change on a weekly basis if they are to capture misconceptions and student progress.



## Where can we find evidence of impact?

Wall displays are useful as a means for students to interrogate their own ideas –

Patricia Tarr Beyond the Journal 2004

<http://journal.naeyc.org/btj/200405/ConsidertheWalls.pdf>

## 7. Reading corners

### What is the resource and how do we use it to enhance learning?

We believe that providing access to a rich, well organised and displayed classroom reading corners, staff promote greater amounts of reading, increase reading frequency and more diverse reading experiences amongst our pupils, thus helping them to attain greater levels of reading achievement.

Every classroom is a constant reminder for our students to pick up a book and develop their love of reading. To encourage students to these areas the books are regularly updated and personalised.

Reading corners have a variety of genres. A range of texts are selected and updated inline with the topic being studied.

### How and when will it be used?

Every classroom has an area where students can enjoy reading alone or with their peers. Students also have access to the 'Gold room school library' and also St Budeaux public library to which regular visits are made.

### Who will benefit from the resource?

Pupils are encouraged to take the books home and share with their families or carers. The school offers cut price books for pupils and staff to [purchase as part of our promotion of reading at home.

### Where can we find evidence of impact?

Research consistently shows that one of the most effective strategies for fostering a love of reading in schools is the creation of a classroom library. (Cunningham and Stanovich 1998 - <https://www.aft.org/sites/default/files/periodicals/cunningham.pdf> )

## 8. Teacher Effectiveness Enhancement Programme (TEEP - SSAT)

Action research group: Susie Kendall, Garry Hammond, Chey Bryce, Robyn Vincent, Lisa Atkinson

Mount Tamar case study see:

<http://www.teep.org.uk/casestudies>

TEEP brochure:

<http://www.teep.org.uk/resources/TEEP-Whole-School-Brochure-2016.pdf>

TEEP is a whole school framework and training model with learning, collaboration, and evidence of what works at its core. TEEP introduces a common language of learning across the whole school, building on teachers' existing expertise to help reimagine pedagogical practice, develop effective learner behaviours, and achieve consistent, effective teaching. The TEEP framework is flexible and not a prescribed rigid model, enabling it to be adapted and meet the needs of the individual teacher and school. What makes TEEP different is the level of research unpacked within the training, nothing else comes close. TEEP provides a deep learning experience for whole staff. TEEP offers a unique opportunity to effect significant and sustainable improvements in teaching and learning at whole school level. TEEP offers rigour and depth and its impact is proven. By placing teachers in the position of learners the training gives greater insight into effective pedagogy, and provides a sustained, in-depth focus on teaching and learning. TEEP training is applied across the whole school, so transformation and support is holistic and not restricted to just individuals or classrooms.

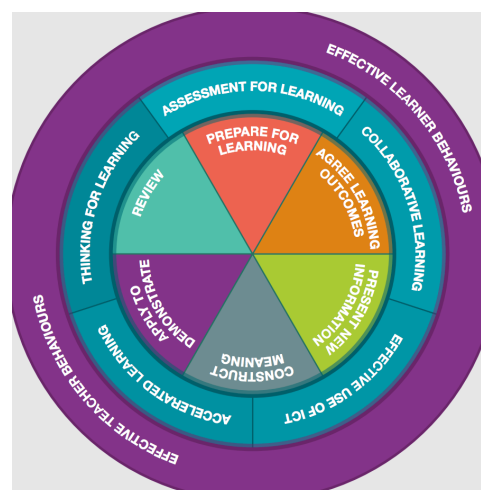
### FIVE UNDERPINNING ELEMENTS OF EFFECTIVE PRACTICE

Identifying these supports teachers to present a relevant and purposeful curriculum to learners:

1. Thinking for learning
2. Assessment for learning
3. Accelerated learning
4. Collaborative learning
5. Effective use of ICT

### THE TEEP LEARNING CYCLE

Enables teachers to understand the phases of learning within a lesson, or a series of lessons, putting the student at the heart of the planning process: what and how are they going to learn as opposed to what am I going to teach? It leads to relevant, purposeful and stimulating lessons.





## 9. Learning outside the classroom

Action research group: Tom Thorpe, Jody Stevens, Tania Sargent

Mount Tamar has a wide variety of areas that allows for learning out of the classroom. These have been developed over the last few years through sponsorship from the National Lottery fund and are key to our vision as a school.

All curriculum lessons often use the outdoor space as part of the TEEP learning journey. Staff support the pupils during Activate, sensory breaks, lunchtime, after school clubs, timetables lessons, Forest School classes, Adventure Study classes, residentials and as an additional space for all subject areas.

The environment includes:

1. KS1 learning area
2. KS2 adventure play
3. Climbing frame
4. MUGA and sports pitch
5. Seated areas
6. Horticulture spaces
7. Forest area
8. Adventure Studies groups go to wild spaces across the south west

### KS1

In KS1 we use our outdoor space as a learning area for free play. We encourage the children to apply their new skills during child-initiated, adult-initiated and adult led activities. The seven areas of learning are applied by the children inside the classroom and around the school, these are: Communication and Language, Personal Social and Emotional Development, Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

Our outdoor learning area is being constantly developed and changed and includes a Forest school area. Communication and Language is a focus and for some children the outdoor area is the best place to engage with them.

### KS2-4

In KS2 pupils use the outdoors for many aspects of their learning. Teachers and Support staff use TEEP strategies to keep pupils engaged and focused on their learning. You will often see all subject staff using the school environment to improve learning.

### How and when will it be used?

Our outdoors learning area is used at all times of the day. The children benefit from being in a new unfamiliar environment and many use it as a calming area when anxious. The area is used for role-play, camp fires, modeling, circle time, horticulture, den building, writing and story telling.

We aim to increase the use of this area by creating a new outdoor classroom and exploration area.

## Forest School

Benefits:

1. Confidence
2. Social skills
3. Communication
4. Motivation and concentration
5. Physical skills
6. Knowledge and understanding
7. New perspectives
9. Ripple effects
10. Levels the playing field
11. Enjoyable for the children

## Where can we find evidence of impact?

Ofsted published a thematic report on learning outside the classroom in October 2008. Among its findings was: 'learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development'.

A National Lottery grant has been awarded in November 2016 to support the further development of this area.


<http://www.bath.ac.uk/cree/resources/OCR.pdf>

## 10. The Therapeutic Team at Mount Tamar School

We help teachers to understand and manage the barriers to learning. Our work is pre-dominantly based upon what is called developmental neuro-scientific theory. This theory emphasises the importance of understanding a young person's development, their life experience and the responses of their body, brain and mind to the daily situations they encounter. We provide assessment, consultation and intervention for the young people at Mount Tamar School. Our team is also responsible for the development of the content of the Personal, Health, Social, Emotional and Economic curriculum within the primary school.

Pupils are taught to manage and understand their emotions through the zones of regulation. Classrooms display this poster and staff often refer to it to help the pupils.

**The ZONES of Regulation®**

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Mean Terrified Yelling/Hitting Out of Control



## Heavy Work/Play Sensory Diet: Building Self-Regulation and Readiness for Learning

Heavy work/play/learning activities are characterised by pushing, pulling, carrying, brisk walking, running, or heavy lifting. These activities offer movement against resistance, giving information to the muscles and joints of the body. This type of sensation is very important because it is the prime way we manage to regulate behaviours, thoughts and feelings. Whether we are over-aroused e.g. tense/restless/angry or under-aroused, e.g. drowsy/tired, heavy work activities help us find a level where we are more able to socialise, learn and manage feelings. Regulation is crucial for learning. When a learner is feeling worried, frustrated, unhappy or angry, parts of the brain will not be “online” and the person is unready to learn and to socialize. The effect of heavy work/play is temporary and so it is important to build these activities into each learner’s day; the maximum interval between each heavy work/play experience needs to be 2 hours.

### 11. Activate

At Mount Tamar School the day begins with Activate, an opportunity to do heavy work/play/learning. Activate has been placed at the start of the day in recognition that our learners need an opportunity to become more regulated before they begin their academic day. It is important to measure Activate’s outcome to ensure it is personalised for each learner, offers maximum opportunity for physical activity and is having the desired effect. Outcome can be measured by the following process:

1. The Zones of Regulation chart offers the teacher and the learner a simple system to observe the level of regulation before and after Activate. It is important that the learner is familiar with the chart and is able to *broadly* recognise his current zone. The teacher also observes the learner and identifies what they perceive to be the learner’s before and after Activate zone.

The process offers the opportunity to focus upon regulation; it is the inability to regulate in mainstream schools, which brings learners to Mount Tamar School. Regulation is crucial to a happy and successful life. Activate is a part of the process of ensuring that heavy work/play/learning is embedded and personalised across the day.

### 12. Sensory diet

A sensory diet is a carefully designed, personalised activity plan that provides the sensory input a person needs to stay focused and organised throughout the day. It helps to manage the fight, flight, freeze response.

Our pupils are given timed sensory breaks to help them manage their anxiety, they are also given regular sensory food breaks with appropriate chewing and sucking.

Why do our learners need a sensory diet?

- ▶ To be able to listen and look
- ▶ To be social
- ▶ To be able to take in information and store it

- ▶ To think and understand
- ▶ To problem solve
- ▶ To be able to do what they want to do
- ▶ To be able to do what others want them to do
- ▶ To have fun and to feel that life is worth living

What does a sensory diet look like?



## 13. Attachment

Action Research group: Kim Wentworth, Claire Ritchie, supported by Educational Psychologist Lorraine O'Sullivan

<http://www.theyellowkite.co.uk/>

## 14. TEACCH - Treatment and Education of Autistic and Communication Handicapped Children

ASC active research group: Rachel Hayes, Russell Morris, Sam Laskey, Mandy Carroll, Supported by Educational psychologist Lorraine O'Sullivan and Mary Pitman 'REACCH Autism Devon'

### What is TEACCH?

The primary aim of the TEACCH programme is to help prepare people with autism to live or work more effectively at home, at school and in the community. Special emphasis is placed on helping people with autism and their families live together more effectively by reducing or removing 'autistic behaviours'.

The principles and concepts guiding the TEACCH system have been summarised as:

- improved adaptation: through the two strategies of improving skills by means of education and of modifying the environment to accommodate deficits
- parent collaboration: parents work with professionals as co-therapists for their children so that techniques can be continued at home
- assessment for individualised treatment: unique educational programmes are designed for all individuals on the basis of regular assessments of abilities
- structured teaching: it has been found that children with autism benefit more from a structured educational environment than from free approaches

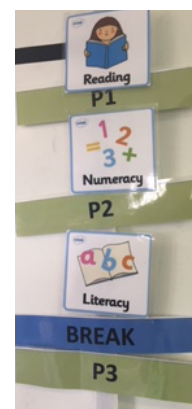


- skill enhancement: assessment identifies emerging skills and work then focuses upon these. (This approach is also applied to staff and parent training.)
- cognitive and behaviour therapy: educational procedures are guided by theories of cognition and behaviour suggesting that difficult behaviour may result from underlying problems in perception and understanding
- generalist training: professionals in the TEACCH system are trained as generalists who understand the whole child, and do not specialise as psychologists or speech therapists.

(Extract from Approaches to autism: an annotated list published by The National Autistic Society, 1993/revised 2003).

## Standard ASC practice at Mount Tamar (supported by our Therapy Team)

- 1) Daily timetable posted in a spot clearly visible to all students. Include all parts of the daily routine and not just topics or assignments (e.g. on smartboard).
- 2) Use of colour-coded trays for notebooks, texts, and student work of the same content/subject.
- 3) Individual student mailboxes - colour-coded.
- 4) Copy of their own schedule on each student's desk and/or with them to carry
- 5) Visual cues posted for upcoming deadlines where all students can see them.
- 6) At least one individual work area separate from the common work area.
- 7) Area where students can go to work if they need to avoid too much visual or auditory stimulation, e.g. an area that is a little shielded and cosy ( behind a bookcase, sofa looking at the aquarium, putting up divisions)
- 8) Keep students' items and items needed for work in consistent places



## Where can I find evidence of impact?

<http://www.teacch.co.uk/mary.html>

<http://www.teacch.com/>

<http://nasplymouth.org.uk/useful-links/>

<https://www.teacch.com/research>

## 15. Use of Technology

Action research group: Gareth Thorpe, Emma Wilton, Natalie Knight

The school has recently purchased smart TVs for each classroom and chrome books for every pupil. This research group is looking at how to make most effective use of these to aid learning in a modern technological manner.

Resources:

<https://app.box.com/s/zbe63qnvwlp92xdhosb4dnznynioea1x/1/3340715186>

## 16. Mindfulness

**Action research group:** Louise Duffy, Rhiannon Draper, Hayley Summer, Anne Marie Williams. Supported by Lorraine O'Sullivan (Educational psychologist) and Local Authority Adviser Michael House

Mount Tamar started a whole school approach to Mindfulness in September 2016 in order to help staff and pupil wellbeing and learning. Pupils at Mount Tamar suffer from considerable anxiety and many with depression, it is hoped that mindfulness will prove effective in helping with concentration and focus, thereby improving pupil educational progress.

Where can I find evidence of impact?

<http://onlinelibrary.wiley.com/doi/10.1002/jclp.20237/full>

<http://bjp.rcpsych.org/content/203/2/126.short>

<http://www.hepgjournals.org/doi/abs/10.17763/haer.71.2.n8p0620381847715>

## What Is Mindfulness?

Mindfulness involves learning to direct our attention to our experience as it unfolds, moment by moment, with open-minded curiosity and acceptance. Rather than worrying about what has happened or might happen, it trains us to respond skilfully to whatever is happening right now, be that good or bad.



**Brain imaging studies** show that mindfulness practice reliably and profoundly alters the structure and function of the brain to improve the quality of thought, feeling and concern for others.

### What's the point of mindfulness?

In adults, mindfulness training has been proven time and again to improve health and wellbeing. It also helps people of all ages to learn more effectively, think more clearly, perform better and to feel calmer, less anxious and less depressed. Mindfulness is now recommended by the National Institute of Clinical Excellence, and GPs are referring adults to 8 week courses that reduce stress and help prevent recurrent depression. It is increasingly being used in business to improve staff wellbeing and satisfaction, in sports training to improve performance, and with children and young people and in schools to enhance well-being and learning.



### How do people learn mindfulness?

Mindfulness is always learned in a highly practical way, through experience rather than talk. We gradually learn to direct our attention in a more focused way to whatever is actually happening - whether it be our breathing, the sensations in our body, thoughts and feelings, or everyday activities such as walking and eating.



### Is it difficult?

At first the mind wanders constantly, but with practice we learn to sustain our attention and direct it more skilfully. This helps break the grip of unhelpful mental habits, judgements and impulses, making way for greater calm, and for more helpful, kinder and rational thinking about all aspects of life. However, this takes practice!



### What Mindfulness IS

- A training in paying attention to experience as it happens
- A rigorously-researched treatment for anxiety and depression
- A way of enhancing well-being and performance
- Recommended by the National Institute of Clinical Excellence

## 17. Special Needs Assessment Profile SNAP - Behaviour for learning

School lead: Kim Wentworth SENDCO

Tutors use SNAP termly to set social and behavioural targets for our pupils. Suggested interventions are given in the report for tutors to use with the pupils.

SNAP helps to monitor progress and the effectiveness of any intervention

1. relationship with self - anxiety, impulsive anger
2. relationship with peers - attention seeking, aggression
3. relationship with adults - defiance, over-dependence

### Where can I find evidence of impact?

The Rob Long Omnibus Edition of Better Behaviour February 2016

Rob Long's Intervention Toolbox December 2008



Green	2 points 2 points 2 points	<ul style="list-style-type: none"> <li>Be in the right place for the whole lesson</li> <li>Achieve your behaviour target</li> <li>Complete all your work</li> </ul>
Amber	1 point 1 point 1 point	<ul style="list-style-type: none"> <li>Be in the right place for some of the lesson</li> <li>Partly achieve your behaviour target</li> <li>Complete some of your work</li> </ul>
Red	0 points 0 points 0 points	<ul style="list-style-type: none"> <li>Not in the right place</li> <li>Not achieved your behaviour target</li> <li>No work completed</li> </ul>

## 18. ARROW - Aural – Read – Respond – Oral – Write

Mount Tamar uses this intervention tool on a daily basis.

Aural ... The student listens to speech on headphones.

Read ... The student reads the text of the spoken material.

Respond ... The student responds to the stimulus.

Oral ... The student repeats the spoken word(s)

Write ... The student writes down what is heard from the Self-Voice recording and marks their own work.

A.R.R.O.W. is therefore a multi-sensory blend of techniques, containing a combination of established and innovative learning strategies.

It is however, the student's own voice, the Self-Voice, which remains central to the approach.

Latest evidence from across the UK, England, Wales Ireland, Finland and the Caribbean, shows that A.R.R.O.W. is a major contributor amongst literacy, speech and communication improvement strategies.

Research shows A.R.R.O.W. gives rapid sustained improvements in:

- Reading
- Comprehension
- Spelling Skills
- Speech production and understanding
- Working Short Term Memory
- Listening in Noise
- Attention

## Students learn more effectively when listening to themselves.

Evidence proves that the use of the recorded voice when linked to the inner voice greatly speeds up learning processes. Evidence from hundreds of students of all ages shows that they can average 8x normal progress for reading and 5x normal progress for spelling within 10 hours.

## Where can I find evidence of impact?

Independent Research has been conducted by the School of Education Exeter University and by NEPPS in Eire. The Exeter University research involved all Year 6 pupils at a Bristol Primary School. A standard A.R.R.O.W.<sup>™</sup> 10 hour computer based program was followed using control and experimental groups.

Please see:

Report of Early Intervention, Dr Mary Nugent

Educational Psychologist. REACH Journal of Special Needs Education in Ireland Vol.25 No.2. 2012.

3. DCSF 2007 - 'What works for Pupils with Literacy Difficulties'. G.Brookes and NFER

1. 'Self-Voice, A Major Rethink', by Colin Lane 2010. ISBN 978-0-9567754-0-5. This book includes data from Exeter University and many Primary and Secondary Schools/Colleges in Eire, England, Wales and Trinidad.

2. ARROW: A new Tool in teaching of Literacy