PROFESSIONAL PROJECT

MATHEMATICS AND THE LESS ABLE

A STUDY OF LEARNING SUPPORT

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This study is concerned with the work of Learning Support and its effect on pupils in the Scottish Secondary School who experience learning difficulties particularly with Mathematics.

My interest arose in this subject whilst on my first teaching practice and I spent most of my non-teaching time in the Department of Learning Support Services talking to the specialist staff and looking at the resources available.

I was permitted to work with the less able pupils in the classroom and to observe the particular difficulties they experienced.

The Principal Teacher of Learning Support together with the Principal Teacher of Mathematics arranged for me to concentrate my case studies on two first year pupils who had been referred to LSS by their classroom mathematics teacher.
II HISTORICAL BACKGROUND

The historical background to this study is outlined in "The Education of Pupils with Learning Difficulties in Primary and Secondary Schools in Scotland" - A Progress Report by H.M. Inspectors of School 1978.

Briefly it is as follows:

Before 1984 the policy with 'retarded and backward' children was to retain them in the primary schools for an additional year or until they reached the standard required for S1. This meant some pupils never transferred to a Secondary School. In the mid 30's 12% of all pupils in the Qualifying classes of Primary schools were 13 years of age and more. This practice was not a popular one but it was still in force until 1965. (1)

In "The Primary School in Scotland" HMSO (1950) it was recommended that some 'backward' children required special attention; that records be kept of their progress; and contact be made with the home. It said backward children required special attention to improve, whereas retarded children were temporarily unable to progress. It further recommended that small tutorials should be arranged and teachers should be specially trained.

In the Secondary School before 1955, the school organisation was; Senior Secondary; Junior Secondary and modified courses for pupils who did not reach the standard for the first two courses.
"The Junior Secondary Education" HMSO (1955) suggested that the present system did not take account of the very varied ability within each course. 'It was recognised that curriculum content and pupils' activities should be matched to the abilities, aptitudes and needs of the pupils'. (2)

The Report recommended that the Junior Secondary Course should be divided into four streams, the bottom stream representing the pupils in the previous modified course (approximately 25%) and these pupils should receive special help from specialist teachers for most of their schooling. This organisation continued until 1966, when Circular 614 "Transfer of Pupils from Primary to Secondary Education" gave responsibility to the Secondary School for the education and courses to be undertaken of pupils who had reached the age to transfer to a Secondary School.

The introduction of the Comprehensive Schools meant that the whole curriculum was open to all pupils. Unfortunately, there were many pupils whose ability was far short of the common course, so remedial departments developed gradually for 'basic skills'.

"The Consultative Committee on the Curriculum - Organisation of Courses leading to the Scottish Certification of Education (1967)" recommended that pupils who were so backward in the basic skills should receive remedial treatment and be either withdrawn from some classes or grouped together in a special class.

Prior to 1978 local education authorities employed a number of staff as Remedial teachers. In the Primary sector, the Remedial teachers were allocated to schools with a high percentage of slow learning pupils as identified by the Primary 3 screening procedure.
In the Secondary sector, those pupils who were considered unable to cope with the normal classwork tended to be segregated from the normal classes in English, Mathematics and, in some cases, Social Subjects. They were taught by a Remedial teacher while the rest of their peer group were taught by the appropriate subject teachers.

In 1978 the Warnock Commission published their Report on "Children with Special Educational Needs". In Scottish schools it caused confusion as to its practical consequences. This was because Scottish schools had already gone part of the way towards Warnock's recommendations whereas English schools had not.

Warnock estimated that one in five children would need some sort of special educational provision during at least part of their school career, and that one in six children would need some sort of special educational provision at any given time.

Warnock said "it is not helpful to draw hard demarcation lines between handicapped and non-handicapped cases so all children, as far as possible, should be in ordinary schools". (3)

Warnock accepts the case for the education of children with special needs in the ordinary school whenever possible and distinguished between functional, social and locational integration.

Warnock also asserts that the aims of education are the same for all children, but specific objectives pursued and the means of achieving them will vary according to the special needs of the children.
Also in 1978, following the Warnock Report, by which time the term 'backward children' had been replaced by 'least able' or 'children with learning difficulties', the HMI Progress Report "The Education of Pupils with Learning Difficulties in Primary and Secondary Schools in Scotland" was published.

Its conclusions were as follows:

(a) The concepts of remedial education and of pupils in need of remedial education are too narrow, dealing only with pupils having difficulties in the basic skills of reading and computation. It should be widened to include all pupils with learning difficulties, not just those who have difficulty in learning anything at all. In some schools, this would constitute a high proportion of pupils.

(b) It should be recognised that at present, pupils with the severest learning difficulties derive little benefit from inclusion in ordinary classes, but that schools should try to provide appropriate education for all pupils.

(c) Only pupils with severest learning difficulties should be withdrawn from the ordinary classroom for special help on a long term basis.

(d) Responsibility for helping children with learning difficulties lies primarily with the class or subject teacher with advice from the remedial teacher. Finally, the role of the remedial specialist should be widened from a concentration on instruction in basic literacy and numeracy to a role as a consultant to the whole school on appropriate methods of working with remedial pupils.
Before the Inspectorate Report was issued, Scottish Education Authorities had been reviewing their provision with a view to moving in the direction recommended by the report and practice and policy were changed so that there were no longer separate remedial groups or classes.

The introduction of the one-year full-time college course leading to "The Diploma in Learning Difficulties (Secondary)" emphasised the implication that remedial specialists should be better trained.

Emphasis was on the development of appropriate courses for less able pupils when, in March 1980 (debated since 1977) the Government announced that the Foundation (General & Credit) Level in the Dunning type studies of Certification would be adopted.

In the Munn & Dunning Report, the role of the remedial teacher was devalued, as it was said to be the role of the class teacher to produce courses for the less able. This caused unrest with the already established remedial teachers. The remedial teacher was also devalued in the 1978 Inspectorates Report when it stated that all teachers in schools were remedial teachers in their own subject.

In 1981 "The Scottish Education Act" took in part of the recommendations of the Warnock Report, the H.M.I. Report on Pupils with Learning Difficulties and representations made to the Government by interested bodies. All pupils with learning and physical handicaps who were not in Special schools may now be recorded. The Act gave power to assess all children below school age and over sixteen and to record children over five years who were at school. The Local Authority was to decide who would be recorded.
'The main question is whether we ought to segregate slow learners from their social peers and thus emphasise their situation. This must be balanced against their educational needs'. (5)

In The Bullock Report 'A Language for Life' HMSO 1975 the underlying principals for least able pupils were outlined as follows:-

(a) Methods for teaching the least able are not intrinsically different from those employed with other children.

(b) Working with least able pupils requires a combination of highly developed teaching skills, together with an understanding of the childrens' emotional and social needs.

(c) Curriculum policy should enable the least able child to have a balanced curriculum, meeting his immediate needs and with perceived relevance to his life outside and after school.

(d) Schools should endeavour to involve parents as active partners in the education of their children.

In Fife Region Learning Support is seen as a whole-school responsibility to provide appropriate education for all pupils including those with learning difficulties. Those responsible for planning, developing, implementing and evaluating the curriculum develop courses which are carefully differentiated to meet the needs of the wide range of pupil ability found within the comprehensive school in ways appropriate to individual needs.

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Fife Education Authority currently has 91 full-time equivalent Learning Support teachers in Primary and 83 full-time equivalent Learning Support teachers in Secondary schools. All Fife schools have been issued with guidelines on which they base their "in-school" policy on Learning Support. (Appendix 1) The multiple roles of the Learning Support teacher have been described by Fife Education Authority under four main headings as follows:

Role 1 - Consultancy

The aims of consultancy are:

1) to address the causes of learning difficulties

2) to discuss individual pupils' needs

3) to forward plan

4) to increase the range of teaching/learning strategies available within any one classroom.

This involves consultancy with Headteachers, Assistant Headteachers, Guidance, subject teachers, primary schools and outside agencies. For consultancy to work it is essential that good professional relationships are developed between staff.

Role 2 - Co-operative Teaching

Co-operative teaching enables supportive help to be offered to a wide range of pupils in the classroom. Extra help is offered in the normal work of the ordinary curriculum and thus allows core assignments to be made more accessible to all pupils.
The Learning Support teacher may work with an individual pupil whilst the subject teacher works with the rest of the class but it is important that the Learning Support teacher should not restrict his/her attention to those pupils with the most severe learning difficulties. Such pupils can often be embarrassed if they are singled out too openly for extra tutorial help. Sometimes the Learning Support teacher's presence in the classroom allows the subject teacher more time to help those with more severe learning difficulties.

The success of co-operative teaching depends on the Learning Support teacher being fully aware of the context and content of the work he/she is involved with.

It is important before co-operative teaching begins that the subject teacher and the Learning Support teacher should, during a consultation, discuss their respective roles in the co-operative teaching situation.

Role 3 - Direct Tuition

Direct tuition is for pupils who have not mastered the early stages of reading and/or number and are offered an individualised programme of tuition in a small group situation. The extra help provided through direct tuition is not intended as a substitute or a replacement for the pupil's normal lessons in English or Mathematics.

Role 4 - Short Term Support

Short term support grew out of the finding of the Inspectorate survey that in the rooms of the Learning Support teachers there was almost universally a good ethos. Several schools have capitalised on this to deal with short term problems with individual pupils.
Cases were found, for example, of pupils returning to school after a family bereavement and being too upset to rejoin normal classes. Similarly pupils returning to mainstream school from specialist schools were 'played in' with a short spell with the Learning Support staff. Other similar cases can be found in school and the Learning Support room can be a helpful temporary haven for them.

The commitment of the Authority to meet the needs of all pupils through the four roles of the Learning Support teacher has brought about a level of service that is second to none in Scotland. However, it has to be recognised that this places increased demands on staff if the service is to continue to develop. In the early days of the service, class and subject teachers and even Headteachers were sometimes hesitant in placing demands on the Learning Support Service staff in the context of their new roles. Now the reverse is the case.

In both the primary and secondary sectors increasing time and resources are being directed towards pupils with severe and specific learning difficulties. In the Secondary sector the efforts of the Learning Support service have until now been concentrated on pupils in S1 and S2 but there are increasing pressures to continue provision into S3 and S4.

The transition from Primary to Secondary is recognised as a critical period for pupils who experience frequent and long-term difficulties. It is recognised that Learning Support teachers have a crucial role in getting to know the pupils thoroughly through good Primary/Secondary liaison in order that no pupil experiences added learning difficulties or regression in his/her progress by the move into the Secondary sector. This demands that time must be available for Learning Support staff to meet and to work in each other's sectors.
'Weaknesses in the thinking processes involved in mathematics are observed in pupils of any level of ability but in their most pronounced forms they are observed in the least able'. (6)

Frequently, during mathematics classes, pupils work their way through examples giving all the correct responses. When some pupils then try similar examples at a later date, or are asked to apply the method, they have no recall of the method.

The problem is they have not fully understood the ideas - they have not advanced to the abstract from the concrete. This may be due to the development stage of the pupil. The method is not in their cognitive structure. In the class they were rote learning as they were just following exactly what was done on the question preceding. Often teachers believe the mistake for instance in using the operations +, -, x, ÷, are due to carelessness, but they could easily be due to lack of full understanding of their meaning. Mathematical symbols are just a convenient way of writing statements and just as young children often pick up words which they do not understand and have no comprehension of, it is equally likely for mathematical symbols to be used, although there is no understanding or only partial understanding.

'Whether low attainers in mathematics are taught in a group or in a mixed ability class, in a bottom set or in the learning support department, they will not form a homogenous group. Their only common characters may be low attainment in mathematics'. (7)
It is very important that each pupil with a mathematical problem is diagnosed individually, not just with a test mark right or wrong, but his/her work is examined to see where the problems lie. It may be quite easy to remedy the problem or fairly time consuming, although the salient factor being that they cannot do that type of question. Galperin, in 1957, identified five stages which could be applied to working through a mathematical problem (if it can be deduced which stage the pupil is at, then the appropriate action can be decided upon). They were:

(a) The teacher explains the task;

(b) The pupils approach the task with apparatus;

(c) The pupil makes a verbal statement of what he has done;

(d) The pupil transfers the action to the mental plane, i.e. the action can be performed in the head; and

(e) Consolidation and practising the type of problem.

Frequently teachers give additional work to those experiencing difficulty in the form of more examples which may just consolidate the problem. When learning to add, some pupils may count on their fingers, but are unable to substantiate number bonds in their cognitive structure, giving more examples will not solve this problem.

The problem with teaching mathematics is that the teacher can go on teaching easily believing the class understand whereas in fact they have only rote learned a method. Hence the need for regular assessment of individual progress is greater than ever. 'Without this, the teacher has little idea whether the pupil carries out an activity in rote fashion'. (8)
Diagnostic tests can be useful in identifying areas of significant problems and also show the level of achievement. The responses to a series of relevant questions could be an aid to the diagnosis of the problem. It is important also to see how the pupil tackles a particular task - they must start their own learning process.

If pupils are low attainers in mathematics why do we bother to continue to teach them the subject? There are many reasons, some are:-

(a) It is important not to hinder potential development and keep the child's options open. Many children do not enjoy maths in the early stages.

(b) It is useful as a tool for the individual and society. Its use may be limited in some people, but aspects of number, time and money are fundamental. Most jobs require logical planning and following ordered procedures.

(c) It can give pleasure to be able to solve problems, score in table tennis and to plan a holiday.

(d) Children must be protected in society so as not to be at risk when they become adults e.g. pay, hire purchase, telephone and electricity bills.
The school was upgraded in the early 1970s from a junior high school to a full six-year comprehensive school in line with education authority policy. During the past five years the roll has declined from 917 in 1985 to just under 700 in 1990. The ratio of pupils to teachers is 11.7:1. The full-time equivalent of learning support staff is 3.2.

The learning support staff work closely with the school's guidance staff and the learning support classroom is regarded as a 'safe haven' for some children with emotional as well as educational difficulties. Relationships are built up with the staff in this department who keep in close contact with parents. It is significant to note that many parents who never appear on Parents' Night often drop in to chat with the learning support staff about their child's progress.

To achieve maximum efficiency the learning support staff concentrate their efforts in S1 on the co-operative teaching role. Their functions in classwork vary, e.g. they give specific help to individual pupils, participate in group discussion and, on occasion, play a central role in the introduction of a particular topic. The class and learning support staff work together effectively and discuss the success or otherwise of particular lessons.

Presently the learning support staff are consulting with teachers in a wide range of departments on the respective roles of the teachers involved, progress being made by pupils, perceptions of their difficulties and suitable materials.
Between February and June each year the learning support staff visit all primary 7 pupils in the associated primary schools prior to their transfer. Meetings are held with the primary staff to identify the pupils likely to be in need of support. No action is taken on this information until the pupils have had a chance to settle into their new environment. Pupils who may have experienced difficulties with learning in the Primary school are given a 'clean slate'.

During September a referral sheet (Appendix 2) is given to staff in each department and subject teachers are encouraged to draw the learning support staff's attention to any pupil who is having difficulties in coping with the course work.

Where pupils have difficulty in a particular area of mathematics the LSS staff work with them on a one to one basis within the classroom - this could be basic number work using concrete resources or other practical methods or using computer programs.

If a pupil's level of difficulty is such that they are unable to cope with the class mathematics scheme they are given an alternative programme of work designed by Learning Support in conjunction with the Principal Teacher of Mathematics and/or the class teacher to meet the needs of the individual pupil. Only those pupils with severe learning difficulties are withdrawn from the classroom for direct tuition with LSS.
During my teaching practice I obtained consent from the Headteacher and Principal Mathematics Teacher to consult with the Principal Teacher of Learning Support and undertake pedagogic case studies of two first year pupils referred as having mathematical learning difficulties.

I had expressed interest in these particular pupils in a mixed ability situation during my teaching practice in the mathematics department. I was allowed access to their confidential files and discussed their case studies with the Principal Teacher of Learning Support, the Principal Teacher of Guidance and their mathematics teacher. I was therefore able to acquire knowledge as a classroom mathematics teacher and of the pupils' previous history and background from their confidential files.

In order to protect the confidentiality of the pupils concerned, I have given them other names.
VII  CASE STUDY I

Alias

Name: John Ross

Date of Birth: 14 December 1978

Age: 11

Sex: Male

Entered Secondary School: August 1990

Physical Condition: John is an average built child and is well dressed. He is slightly above average height and has no physical problems.

Family Background
John is from a one parent family. His father died when he was three. His mother is able, intelligent and co-operative. She is very caring and concerned about John, possibly to the point of spoiling him. He is the youngest of three children, all of whom have attended the same School. Both older children have achieved well at school. John comes from a good background.

Personality
John is a loner. When he does socialise he mixes with very rough children; this worries his mother. He constantly seeks attention and is not happy unless he is receiving it. He is very moody; his mood can change rapidly. He is untidy and lazy in work patterns. He is quick tempered and lacks self control. However, he can be kind-hearted and dislikes to upset his mother.
Primary School Background

Through Primary School there have been reports of John's behaviour problems. John received remedial support in Primary School, mainly for English and especially spelling. It appears from his school reports that his Mathematics showed no cause for concern in the early stages. Below are some excerpts from his Primary reports.

Primary 1  Competent in number work.

Primary 2/4 Reports unavailable.

Primary 5  John is badly behaved and dreamy. He has to be watched. Mathematical skills - he is competent in handling practical problems and computation. English needs a lot of attention.

Primary 6  Performance does not match his ability. Could have done better in mathematics test, although competent in handling practical problems. Forgets how to spell words.

Primary 7  Mathematical skills - causing concern. Could do better - more effort required.

John was admitted to a mixed ability first year class and unfortunately had a number of pupils with behaviour problems in his class. At the beginning of the term the Principal Teacher of Learning Support observed John in all subjects.

Her appraisal of him was that his application was so poor that it is difficult to see just where ability ceases and laziness begins. He lacks self motivation although he has a desire to achieve but unfortunately his approach is disruptive to his teachers and his peers.
John was referred to LSS and given the Basic Number Screening Test (Appendix 3) in October 1990. As a result of this test his number age was found to be 9 years 6 months (Appendix 4). John resented doing this test which may have affected the result.

FIELDWORK:

I worked with John on a one-to-one basis within the maths classroom for one period a week during my five-week placement. He did some work for me (Appendix 5) from the Mathswise textbook together with prepared worksheets from Learning Support.

Week 1

I kept the first lesson to basic number work to enable me to get to know John and to give him the chance to show me what he was capable of achieving. I encouraged him to try to relate to me his thought processes and describe how he got his answers. John enjoyed having individual attention and although he kept looking for distractions at first he settled down eventually. John's initial work was messy and untidy but his answers were mostly correct. His mistakes did not appear to be caused by inability, only carelessness.

Week 2

We discussed the subtraction process then worked through some examples in which John was able to describe for me how he reached his answers. Whilst John sometimes had to refer to the number line he coped very well and went on to complete another workcard successfully. John responded to praise and did his best to please me. I encouraged him to set out his work neatly and this improved.
Week 3

We concentrated on money calculations during this lesson and worked orally using plastic coins before John tackled a simple worksheet. We started with only 1p, 2p and 5p to develop his mental arithmetic before introducing 10p, 20p and 50p. This was followed up by some simple money problems which John successfully completed.

Week 4

This lesson was devoted to time. John was unable to tell the time when the lesson started. I used a simple clock face to demonstrate and asked John to set the clock to various hour and half-hour times. He had great difficulty in distinguishing between the long hand and the short hand at first and he had no idea of the number of minutes round the clock. We went on to discuss the 24-hour clock which John was more familiar with and by the end of the lesson he appeared to have a reasonable grasp of the concept of time.

Week 5

John completed more work for me on "Time" then I gave him a chance to show me what he could do on the computer. I used a disk which included a "Guess the Number" game and John enjoyed this exercise which was fun as well as useful. The idea was to identify a number using trial and error first then the computer indicating whether the guess was larger or smaller than the required number. We began by using only small numbers until John got the idea then we went on to larger numbers. The parameters are chosen at the start of the game. John was reluctant to leave the computer at the end of the lesson and I made a note of other useful disks which might be used in future lessons.
On the results of the diagnostic test it would appear that John had not added anything to his cognitive store of maths since he came to Secondary school. Inability to retain information and poor knowledge of +, -, x and ÷ was evident. I found however that John did have ability but because he was careless and easily distracted his work was poor. At first he was reluctant to write anything down in case it was wrong and unless I stood over him he made no effort to continue. This behaviour improved as I got to know him and he gained more confidence in what he was doing. I would like to have spent longer with John going over the basic skills as he appeared keen to learn and improve.

Secondary school has been a very unhappy and traumatic experience for John. He works very well with new teachers though - he and I got on very well - he showed some motivation and a will to work although it is difficult to know just how long this would have continued.

In other subject classes John frequently had to be seated at the front of the class to avoid distracting other pupils and continued to be moody and defiant. The teacher is a very important person to John and once he is in trouble there, his work appears to deteriorate when left to his own devices.

Looking at the work John did for me I would say there is no doubt that he is underachieving. If it was not for his behaviour problems he would probably succeed in mathematics. John's mother is working closely with the school's guidance and learning support staff with a view to improving his behaviour.
CASE STUDY 2

Alias

Name: Jane Brown
Date of Birth: 11 July 1978
Age: 12
Sex: Female
Entered Secondary School: August 1990

Physical Condition: Jane is of average build and height. Mature for her age. Fair and pale. Occasionally faints but this is nothing serious.

Family Background

Until Primary 5 Jane had a happy family. In Primary 6 there was a family break-up and she now lives with her grandmother. She has one older brother at the same school who has behavioural problems.

Personality

Jane is a very quiet withdrawn girl. Although she is shy she is popular with her peers. She is a compulsive day dreamer.
Primary School Background

Below are some excerpts from Jane's Primary Reports:

Primary 2  Competent in number work. Tries very hard.

Primary 3  Competent handling practical problems in mathematics and computations. Jane tries very hard and is conscientious.

Primary 4  Competent handling practical problems in mathematics and computations. Very easily muddled but tries very hard. A born dreamer; lacks confidence.


Primary 6  Having difficulty with practical problems in mathematics - lacking in thought and uncertain of computations.

Dreamy and talkative. Does not always pay enough attention.

Primary 7  Having difficulty with practical problems in mathematics. Has been slow this term although can cope if pinned down to thinking it out.

Having been a fairly bright and willing pupil last year, now shows little interest in what goes on in class, giving little support to her group or voluntary help to me. Lost her happy nature which I hope will return soon.

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Jane was referred to Learning Support in September 1990 and was given the Basic Number Screening Test in October (Appendix 6). She completed this test successfully apart from two minor slips. Jane's maths teacher had referred her to Learning Support as she continually got her homework wrong and was making slow progress in her classwork.

S1 and S2 pupils at this school are using SMP (Appendix 7) a resource based learning scheme in which they are responsible for their own marking apart from a few key questions. The scheme consists of a series of small topic booklets and pupils work through them individually at their own pace. The homework given is a consolidation of the classwork and is usually marked by the teacher.

FIELDWORK:

I monitored Jane's work (Appendix 8) closely within the maths classroom for one period a week during my five-week placement to try to find out what her problems were and if she had any particular weaknesses in her mathematics knowledge.

Weeks 1/2

Jane had just completed a booklet which dealt with the introduction to Ratio. She was marking her work using the answer book as I approached. I noticed that Jane had been amending some of her answers to agree with the answer book. (Pupils are supposed to mark their answers wrong then show their teacher their corrections when complete). Jane had several questions wrong and I asked her if she knew how she had gone wrong but she was unable to tell me. Jane was uncommunicative and would not look at me when I asked her a question. I had great difficulty getting her to answer me.
Jane was not pleased at being singled out for attention but when I explained that I needed her help for a research project she agreed to co-operate. After posing several key questions from the Ratio booklet it appeared that Jane had not understood the section on "sharing" and I went over this with her step by step using coloured counters to demonstrate the concept. Jane was quick to understand and admitted that she had previously failed to read the question fully.

Weeks 2/3

After successfully completing her corrections on Ratio Jane started a booklet on Co-ordinates. This involved plotting points on a graph, reading graphs and expressing simple reflections and translations by co-ordinates. Jane's only problem appeared to be the fact that she did not read the instructions carefully enough before tackling the questions and she often made wrong interpretations. By the end of the third week Jane was becoming more communicative.

Weeks 3/4

Jane completed the Co-ordinates booklet with considerable success and enjoyment then she started "Balancing 1" which introduces algebra by the setting up and solving simple balance puzzles. A balance is used and same objects removed from either side to keep both sides of the balance equal. This is a particularly difficult concept and I feel that this booklet is confusing for the less able pupil. I used a real balance to demonstrate the idea to a group of five pupils (including Jane) who were all having difficulty understanding balance problems. Jane did not enjoy this lesson and after a bad start she began to get the idea towards the end of the second period.
We continued with the Balancing booklet in the final lesson and this involved substituting a question mark for an unknown quantity and setting up a balance puzzle from a given problem. Jane worked hard and was becoming much more responsive. She coped with the problems reasonably well.

Jane is certainly a capable girl who requires constant supervision, explanation and reassurance. The homework she did for me was mostly correct and any mistakes were of a minor nature and Jane understood where she had gone wrong.

In my opinion this system of learning in which the pupil is responsible for marking his/her own work apart from a few key questions does not suit Jane. She loses her motivation when she fails to understand the written text and she is reluctant to come forward to ask for any help from the class teacher when she comes across any difficulty (perhaps this is because there is always a queue!). She would rather guess answers and cheat than admit that she does not understand. It is too easy for Jane to get away with little or no work if she so chooses and to hide the fact that she does not understand.

Since Jane's problems have been brought to the attention of Learning Support her progress will be closely monitored and all her classwork will be carefully checked.
I gained a great deal from this study. I was accepted as a professional member of staff in a research situation. The department gained because I was an extra member of staff who helped when there was a shortage. (One member of the Learning Support team was away on a course).

The "slow learners" form a substantial sector of the school population and their needs are too insistent to be ignored. Many pupils fail in mathematics because their problems are not fully understood therefore early diagnosis of any problems or difficulties is essential. Diagnostic testing is used only in a positive way to highlight any problems or difficulties. The basic number standardised test will however only identify those pupils who have not yet mastered the basics. Language difficulties or other handicap could hinder progress in mathematics and the referral system would normally identify such problems. Learning Support is concerned with an overview of the whole child identifying individual strengths and weaknesses across the whole curriculum.

Whilst neither pupil appeared to have specific mathematical learning difficulties John and Jane benefitted greatly from this exercise as they both require close personal attention to keep them motivated. With increasing demands being made on the subject teachers in the classroom due to the wide range of ability levels they have to cope with the assistance of Learning Support in their consultant and co-operative teaching roles is an invaluable service ensuring that any learning difficulties however minor are addressed promptly and continually assessed. My research showed that very few pupils were removed from the mathematics class for direct tuition.
More and more pupils like Jane and John are being referred to Learning Support by conscientious subject teachers expressing concern regarding their pupils' progress. In the past these pupils would probably have been left by the wayside and perhaps even written off whereas now they will be given every opportunity to succeed regardless of their ability.

Unfortunately due to the increasing demands on LSS priorities have to be decided upon and a year's programme is made up in advance. Certain classes are targetted and inevitably there are some pupils who, although they would benefit from the extra help, are left out due to shortages of staff and/or resources.

The work of Learning Support has increased the awareness of all teaching staff to the needs of each individual pupil ranging from simply a lack of confidence to more extreme cases of learning difficulties. The curriculum itself can sometimes cause problems and the LSS staff can often pinpoint any difficulties which the subject specialist may fail to notice. In such cases LSS staff devise (or revise existing) courses differentiated to match individual pupils' needs using a range of suitable methodology and often involving the subject teacher in collaborative planning.

The integration of pupils with special educational needs into mainstream educational establishments reinforces the need for Learning Support Services within our education system and I believe that there will always be a place for their valuable presence in our secondary schools.
(1) Guidelines on Learning Support
   Fife Regional Council

(2) Referral Sheet (St. Columba's High School)

(3) Basic Number Screening Test Manual

(4) Basic Number Screening Test - Case Study 1

(5) Examples of work - Case Study 1

(6) Basic Number Screening Test - Case Study 2

(7) School Mathematics Project 11-16

(8) Examples of work - Case Study 2
(1) Primary Education in Scotland (HMSO 1965)


(5) The Right Balance - Provision for Slow Learners in Secondary Schools
    (L Chirnie-Ross & S Wimhurst)

(6) Backwardness & Educational Failure
    (R Gulliford) - NFER

    (B Denvir, C Stolz and M Brown) - Methuen Educational 1982

(8) The Growth of Understanding in Mathematics
    (K Lovell) - London and New York 1977
1. The Education of Pupils with Learning Difficulties in Primary & Secondary Schools in Scotland - A Progress Report by H.M.Inspectors of Schools S.E.D. (H.M.S.O.)

2. The Remedial Teacher's Handbook Peter Westwood - Oliver & Boyd


4. Backwardness & Educational Failure R. Gulliford - NFER


8. The Bullock Report - A Language for Life H.M.S.O. 1973

9. Scottish Curriculum Development Service Learning Difficulties in S1/S2
Guidelines

To All Schools:
Guidelines on Learning Support

The contents of this folder are relevant to all staff as it brings together Guidance on Learning Support Services in Fife. The papers have been issued in response to requests from schools and must form the basis for discussion between Rectors/Headteachers and staff. They will be particularly useful for In-Service Training which is planned in this area and takes fully into account the content of recent National Courses. A number of important points arising from these papers must be emphasised.

1. Headteachers/Rectors are asked to ensure that a revised and updated policy on Learning Support, as operational in their own school, is inserted as the second paper in this folder: Copies to be sent in the Primary Sector to Mrs Jordan and in the Secondary sector to Mr Craig.

2. Previous circular guidance was issued separately to primary and secondary schools. On occasions there were differences in terminology and papers were not issued sequentially. In order to secure a more co-ordinated approach in this very important area of the Service guidance papers will now be issued to both sectors and identified by the prefix PLD. Schools are asked to ensure that any further PLD papers are inserted in this folder.

3. These papers are also issued to Special Schools and Departments of Special Education and are viewed as having particular relevance for pupils who are being integrated into mainstream education.

4. The contents start with paper PLD4 which was previously only issued in the Secondary Sector. Papers PLD5 and 6 are revised versions of the original guidance that was issued to primary schools.

5. Paper PLD7 is a new paper which provides guidance in the very important area of severe and specific learning difficulties.

6. Paper PLD8 is an updated guide on resources useful for Learning Support.

7. Two copies of this folder have been forwarded to each school. One copy must be made available to members of the Learning Support Service and one to senior promoted staff. In the case of secondary schools, this would go to the member of the Board of Studies with responsibility for the Learning Support Service.

Magnus More,
Director of Education.
Index

A. To All Schools - Guidelines on Learning Support.

B. Policy Statement and Implementation for each school: To be inserted, signed and dated by Rector/Headteacher.

C. PLD3 A Framework for Appropriate Education in Secondary Schools in Fife.

D. PLD4 The Roles of the Learning Support Service within a Framework for Appropriate Education in Secondary Schools in Fife.


F. PLD6 Learning Support: Within the Context of a Whole-School Policy on Appropriate Education for all Pupils in Primary Schools in Fife.

G. PLD7 Pupils with Severe and Specific Learning Difficulties.

H. PLD8 Resource Checklist for Learning Support.
A Framework for Appropriate Education in Secondary Schools in Fife

1. Introduction

The purpose of this paper is to enable staff in secondary schools to undertake a review of a range of issues concerning provision of appropriate education arising, in part, out of the development of the Authority’s PLD policy.

The following should be stressed initially:

(i) It is recognised that secondary schools in Fife have made substantial progress in providing appropriate work for pupils who experience learning difficulties. This paper utilises examples of good practice from a number of Fife schools.

(ii) The paper takes account of national developments in this area which have taken place since the dissemination of earlier PLD papers.

(iii) The intention inherent in this paper is that development should be ongoing within a structured framework. Stated briefly, the cyclic framework employed here is that evaluation of current practice leads to identification of priorities followed by planning and development work to meet these priorities before implementation takes place which, in turn, is then evaluated and so on. Thus it is necessary for schools to review and, where appropriate, revise policy in this area on a regular basis.

(iv) The HMI Report, Effective Secondary Schools (1988), considers the concept of self evaluation. In para 7.16, it states: "In any evaluation of the effectiveness of learning and teaching in schools, self-evaluation has a fundamental and inescapable part to play".

This paper is presented as a tool which schools could use for self evaluation.

2. Use of the Paper

The paper could be used by different groups of staff; for example:

(i) a Rector and Board of Studies;

(ii) an Assistant Rector and Principal Teacher (Learning Support Service);

(iii) an Assistant Rector and Principal Teacher (Subject) with Adviser/CDO;

(iv) the Guidance team in a school;

(v) the school’s PLD Committee;

(vi) a Rector, Assistant Rector and General Adviser.

The papers should be used to help identify areas as major priorities for development.
Section 3, Framework for a Whole-School Policy on Appropriate Education, provides an overview of the issues and questions to be considered. For each subsection, with the exception of Learning Support Service (3.6) more detailed documentation is provided containing, for example:

- further analysis of the issues;
- suggestions for development;
- examples of good practice.

This documentation covers:

- Learning Support in Primary - Secondary Liaison;
- Parental Involvement;
- Curriculum Structure;
- Course Design;
- Management Issues.

The documentation for the Learning Support Service is given in PLD4.

Time for this review process, and subsequent action, can be identified in both planned activity time and in-service days, taking account of the relative priorities of the service at any given time.

3. Framework for a Whole-School Policy on Appropriate Education

3.1 Primary - Secondary Liaison

The transition for pupils from a primary school to a secondary school should be planned to smooth progress in relation to the individual's cognitive and social development. It is fundamental that a secondary school should build on a pupil's strengths, while being aware of weaknesses, and should build on concepts and skills developed in the primary curriculum.

Consider:

What are the purposes of primary-secondary liaison in the local context?

Which members of staff have responsibilities with regard to primary-secondary liaison? Are these responsibilities clearly stated and co-ordinated?

What is the role of guidance staff in this process?

What information about pupils is transferred from primary to secondary? What use is made of this information in the secondary school?

What are the means employed to increase knowledge and understanding among teachers of the curriculum in both the upper primary school and lower secondary school? How are progress and continuity of curriculum achieved?
3.2 Parents

The education and development of young people is a partnership between parents and schools. The benefits of such a partnership will be enhanced by the active involvement of parents in the educational process.

Consider:

In what ways are parents involved in the school?

What information is passed to parents about school policies and procedures? How is this done?

What information about pupil performance is given to parents?

3.3 Curriculum Structure

A secondary school should have a clear statement of curricular aims and objectives which applies to all pupils. There must be explicit means for translating such aims into practice. The central place of using appropriate teaching and learning methodologies must be articulated.

Consider:

Which policies exist at national, regional and school level with regard to curricular aims and structures?

What are the responsibilities of promoted staff, especially Head of Department and Assistant Rector(s), with regard to planning, implementing and reviewing the curriculum?

How is the implementation of cross-curricular skills, such as study skills and working co-operatively, achieved?

What are the stated priorities for curriculum development?

(a) National;
(b) Regional;
(c) School.

3.4 Course Design

The process of course design, is a key step towards ensuring that what young people experience in classrooms is planned to achieve the stated aims and objectives. At all stages - planning, implementation and review - particular attention must be paid to the needs of all pupils including those with exceptional needs.

How does the course structure cater for the range of pupil ability?

To which school aims does the course contribute?

What are the criteria for selecting, reviewing and creating, if necessary, resources for the course?

How do the teaching and learning approaches ensure that each pupil follows an appropriate curriculum?
How is assessment of pupil performance on the course planned and carried out?

What are the procedures for monitoring and evaluating the course?

3.5 Management Issues

A key function of school management is the creation of a framework within which policies are formulated, put into practice and reviewed throughout the school. Communication is critical. In particular the requirements to explain the need for policies, to articulate the rationale underlying any policy development and to foster an awareness among teachers about the teacher's contribution to the successful implementation of the policy are crucial.

Consider:

How is school policy planned, resourced, implemented and evaluated?

How are the responsibilities of different levels of management clearly articulated and communicated to all concerned?

How, and with what frequency, are priorities identified, targets set and progress reviewed?

How do the administrative structures serve the needs of pupils and staff?

What steps are taken to ensure that internal and external support services are used effectively in the school?

What steps are taken to ensure a coherent approach by Boards of Studies, guidance staff, LSS, subject departments and, where appropriate, departments of special education and support units?

3.6 Learning Support Service

Learning Support must operate within the context of a set of policy statements which define and describe the school curriculum and related assessment. This applies at both whole school level and individual course level.

Learning Support operates by a process of collaboration across the school fostering a coherent, continuous and progressive approach to learning for all pupils throughout primary and secondary education. The main channel for this service is the curriculum.

To promote effective planning, development, implementation and evaluation of policies and practices relating to appropriate education, it is important for management, course teachers and Learning Support staff to work effectively together.

How are the priorities for the deployment of LS staff decided?

What is the balance among the Consultancy, Co-operative Teaching and Direct Tuition roles?

What are the main purposes and goals of Consultancy and Co-operative Teaching for each course which receives support?

What procedures and criteria are employed with regard to pupils receiving Direct Tuition?
How is communication between LS staff and colleagues (e.g. guidance staff) organised?

What contribution do LS staff make to primary - secondary liaison?

How do the framework for appropriate education and the roles of the Learning Support staff articulate with each other?

Is there a revised policy statement on the roles of the Learning Support Service as operational within the school and how it is reviewed?

4. Learning Support In Primary-Secondary Liaison

4.1 The aim of primary-secondary liaison should be to develop a collaborative approach to providing pupils with a coherent, continuous and progressive educational experience. Management, class teachers, secondary subject teachers, Learning Support staff, guidance staff, educational psychologists, other support agencies, parents, pupils ......... all at some time have a role to play as part of a good liaison team. It is essential that within the school one person has designated responsibility for overseeing and co-ordinating the various personnel and procedures involved in effective liaison.

4.2 Within the context of the general aim Learning Support staff have a particular contribution to make, i.e. to help prevent any pupil experiencing added difficulties at the transition stage. This contribution would be most effective within an overall structure of procedures which have been agreed between the associated schools and within a team approach to co-ordinated liaison. Procedures should be flexible enough to allow Learning Support staff to operate as part of a team, e.g. with a subject area or with Guidance staff.

It is expected that reciprocal visits will be made by both primary and secondary Learning Support staff in order that they develop understanding of the philosophies and structures in both sectors. It is expected that Learning Support staff should take part in the teaching of pupils as well as in discussions with teachers. Involvement with the pupils should be not only with the relatively few who have failed to master the early stages of literacy and/or number, but also with the wider range of pupils who experience difficulties within their classwork.

4.3 The main focus at the transition stage for Learning Support staff is on pupil information. Record formats must reflect the pupils' curricular experience, highlighting individual strengths and weaknesses and should show continuous progression from primary 1. An agreed 'summary' format for recording information would be helpful. This 'summary' could be added to the pupils' records. Examples of such a summary sheet are attached. The types of information that would be included from Learning Support staff would be:

- relevant individual curricular requirements, attitudinal details, medical factors that have to be taken account of;
- notes of the pupil's strengths and weaknesses;
- copies of assessments and pieces of work which illustrate these;
- identification of specific difficulties, preferred styles of learning;
- any special arrangements made to allow access to the whole curriculum and alternative modes of outcomes.
Such information should be used to develop provision within the secondary curriculum for a wide range of pupils in mixed ability classes.

4.4 This has implications for differentiation in cognitive goals, expected outcomes, teaching methods, resources and assessment techniques. The person with responsibility for the course design should negotiate with the learning support department to review the offered course with a view to ensuring that it will match the levels of competence of the whole ability range.

4.5 For those pupils with exceptional difficulties it must be recognised that Learning Support staff have a particular contribution to make. These pupils will have largely been identified and provided for in the primary school. Teachers should continue to make available the kind of support that will enable these pupils to have access to the full curriculum. There may be some pupils who require taped instead of, or as well as, printed resources or assistance with their written output in order to demonstrate their true potential. It is important that these pupils have an opportunity to develop their listening and dictating or typing skills from an early stage so that they can achieve as high a level of proficiency as possible in these modes. In this way the pupils will maximise their chances of achieving success at Standard Grade level. This is in line with current Scottish Examination Board regulations.

4.6 Within a whole-school approach to the familiarisation programme for pupils in the associated schools an opportunity should be provided for parental access to Learning Support staff to talk over their concerns about their child and the secondary structures of support in learning. For some pupils with exceptional needs it may be necessary to have more visits to the secondary school in order to allow a full assessment of their needs within the structure of the new setting.

5. Parental Involvement

5.1 Three main strands are important:

(i) There is a requirement to provide reports to parents which should be accurate, wide-ranging and as informative as possible.

(ii) To promote the educational enrichment and progress of children, there should be regular, meaningful visits and meetings of parents.

(iii) To enhance the bond between school and parents, the importance of newsheets, termly letters etc. giving parents an insight into the school community must not be overlooked.

5.2 The type of involvement envisaged should promote and encourage interest in the pupil’s education and prove invaluable as a source of experience and information not easily tapped by anything less than the procedures outlined above. Further enhancement of this process will follow from wider links with the community such as:

(i) adults in schools;

(ii) pupils in the community through, for example, work experience;

(iii) contacts with other support agencies e.g. Regional Psychological Service.
5.3 · There should be strong links between learning support departments and parents. To make progress, the following procedures may be adopted:

(i) The information gathered by LS and Guidance staff during their visits to associated primary schools at the transfer stage should be fully utilised.

(ii) There must be parent and pupil visits to the secondary school. When particular learning difficulties have already been identified, additional visits to LSS may be desirable. It is important to have a welcoming atmosphere and suitable location for such contacts.

(iii) There must be parental agreement on the provision envisaged for the individual pupil such as withdrawal. Such suggested provision should be presented as positive support, not as a stigma. A school must have clearly understood policy and practices in this area.

(iv) Clearly outlined policies on the role of LSS should be contained in the school prospectus.

(v) To provide a focus for discussion of progress, there must be accurate and informative record-keeping with professional accountability.

(vi) In some cases, it may be useful for an LS teacher to consider visiting parents in their home.

6. Curriculum Structure

6.1 The curriculum structure in secondary schools has been evolving taking account of key reports (such as the Munn Report) and advice and policies at both national and regional levels. The current position nationally is best summed up in 'Curriculum Design for the Secondary Stages: Guidelines for Headteachers' from the Consultative Committee on the Curriculum. The regional view is given in Circular 64/88/DWH/JM dated 23rd February 1988 which, with qualifications, commends the document to Rectors and their staffs. Further aspects of curriculum structure from S3 upwards are contained in the TVEI Extension submission.

6.2 Changing the curriculum in a school can be a substantial undertaking. It is important that the process of change should be planned carefully taking full account of current development priorities.

Attached is a paper, 'Priorities for Curriculum and Staff Development: A Regional View' which was written in March 1988 and relates to session 1988-89. (See Appendix 1)

Also relevant are materials, which are in all Fife secondary schools, produced under Fife TRIST, relating to the radio series 'Changing Classes'. The back-up materials to programmes 1 and 4 are particularly relevant here.

6.3 A key task for school management at all levels is to consider the appropriateness of the educational provision being made for the young people in their care. There must be clarity about national and regional policies together with any significant local variations in an individual school. The means of planning, implementing and reviewing the curriculum must be clearly articulated together with the duties of appropriate personnel. Particular care needs to be given to 'permeating elements' or cross-curricular skills and areas of overlap. Each school should have a policy and associated procedures for dealing with these matters.
7. **Course Design**

7.1 Course design, together with the teaching methodologies employed, represents the principal means by which the stated aims and objectives of schools are translated into classroom reality for young people. There is a growing number of courses in schools to which LS staff and subject teachers have made a joint contribution through the processes of consultancy and co-operative teaching. In this context, co-operative teaching and consultancy indicate active involvement to avoid learning difficulties occurring wherever practicable.

7.2 Course design has become increasingly sophisticated in recent years both at the level of the planning and preparation of the individual components (or units or modules) within a course and also in terms of the inter-relationship between such components. Assistant Rectors with curricular responsibilities will be aware of such examples in individual schools and should be alert to opportunities to help the transfer of ideas and techniques. Equally, they should look to members of the advisory service for examples from outside the school.

7.3 Subject departments have received guidelines and support documents from various working groups at local and national levels. Most recently this is exemplified as part of the Standard Grade development by the production and dissemination by a number of Central Support Groups of papers providing advice or checklists to aid course construction. Two examples are attached to illustrate this:

[Appendix 2](#), entitled Factors to be Considered in Designing a Course, originates in the Standard Grade Craft and Design papers but has, with small modifications, wider applicability.

[Appendix 3](#), entitled Checklist of Possible Teaching Strategies, shows a checklist from Contemporary Social Studies. Again this approach could be adopted for other courses.

7.4 In the Scottish educational system, it is traditional that subject departments enjoy considerable autonomy with regard to the way the courses offered are planned, resourced and taught. It must be remembered that no course stands in isolation. Always it is a part of pupils' overall curriculum. It must take account of pupils' earlier learning experiences. Often it will lead on to later courses. Always it must take account of the range of pupil attainment and the needs of all pupils. Each course must be amended in the light of experience and the reactions of pupils and teachers.

7.5 From these considerations a list of general questions applying to the design of any course can be produced.

(i) To which school aims does the course contribute? How is this effected?

(ii) For which population is the course intended? How does it cater for the range of ability within that population?

(iii) What previous learning experiences of the pupil are relevant to this course? What assumptions are made about pupil attainment? Where appropriate, how does the work done in associated primary schools impinge on the course?

(iv) Who is responsible for the course design? Who is involved in the process? Are other sources of advice/support (e.g. LSS, Advisory Service, Assistant Rector) being used effectively?

(v) What are the aims and specific objectives of the course? How are these related to the components of the course? Are the pupils aware of what is expected of them?
(vi) How are resources for the course identified or, if necessary, produced?

(vii) What advice is given on learning and teaching approaches? Are these leading to the desired learning outcomes for all pupils?

(viii) How is assessment of pupil performance carried out? How is pupil performance recorded and reported?

(ix) How is the course monitored and evaluated? Who is responsible for this? When is it done? What action is taken as a result of this process?

(x) Is there a course handbook or file which is regularly updated? Have all relevant staff access to it?

(xi) What steps have been taken to consider the relationship of the course in question to other courses being offered at the same stage?

8. Management Issues

8.1 A school management team must be aware of current regional priorities and will need to ensure that sufficient planning resources and training are undertaken so that regional policy aims are achieved. Over and above regionally determined priorities, the School Board of Studies may identify additional school priorities which may be whole-school (e.g. assessment) or limited (e.g. introducing modular courses in a particular department.

8.2 It is vital that school management has a clearly established and understood means of formulating, implementing and evaluating school policies. An effective and efficient system of communication is a prerequisite for this and indeed is fundamental to the successful operation of a school.

8.3 Appendix 4 (attached) is part of a Report of a Regional Working Party of the Role of the School Management Team. It describes in more detail issues relating to policy.

8.4 Some questions to consider:

(i) How are staff made aware of school policies covering important areas of its operations?

(ii) How are participation and consultation generated among staff to create a sense of commitment and ownership?

(iii) What provision is made to support staff wishing to improve their professional performance?

(iv) How does the school evaluate the curriculum provided?

(v) How are the responsibilities of promoted staff planned? How is this communicated to all staff?

(vi) A coherent approach is required by Board of Studies, Guidance staff, subject departments, Learning Support Service, and all other appropriate support agencies. What steps are taken to ensure such coherence in terms of the curricular and pastoral support for the individual pupil?

(vii) How are new members of staff made aware of existing school policies and practices?
8.5 Appendix 5 provides in diagrammatic form a planning framework showing the steps to be considered in making the most effective provision for the pupil experiencing learning difficulties. It is important that such a process be co-ordinated by a member of the Board of Studies on an ongoing basis. The reference to formal evaluation applies at two levels:

(i) the extent to which the support provided for the individual pupils is being effective, and

(ii) the effectiveness and efficiency of the system. Such a framework could be amended and almost certainly strengthened by the inclusion of a timescale - which could vary from pupil to pupil - indicating when the various stages in the process could be undertaken.

Equally the framework could be augmented to incorporate any considerations and implications of presentation for national examinations.
Priorities for Curriculum and Staff Development: A Regional View

1. Perhaps it is a sign of the times that so many courses on offer to promoted staff in education have as a theme or are entitled 'Managing Change'. Not only are there significant developments, such as Standard Grade, in curriculum and assessment, there are also structural changes such as planned activity time as a result of the settlement after the long industrial dispute. One feature that is common to most, if not all, of these changes is that they have implications for the work of Principal Teachers. This paper attempts to consider some of the implications of these changes for Principal Teachers in a Fife context.

2. Principal Teachers are key people in the successful functioning of the secondary education sector. Often the qualities, skills and leadership of the Principal Teacher are critical to the effective operation of a subject department. At the same time, because of the position they occupy, Principal Teachers are often among the first group of people to become aware of the need for change or, as is often the case, first to be told of the next innovation. Like other teaching staff, they are entitled to justification of the need for change and to consultation about how the change will affect their department. In short, they should expect support at an early stage from, say, a member of the Board of Studies or an adviser/curriculum development officer in coming to terms with the change, both personally and for their department.

3. Proposals for change can originate in various places. They can be national (e.g. National Certificate Modules), regional (e.g. Pupils with Learning Difficulties), school (e.g. assessment policy) or departmental (e.g. changing the S1 curriculum). A regional policy priority becomes a school policy priority and hence a departmental priority. The number of regional policy thrusts will be limited at any one time because of the need to resource a development adequately. Within a school, it is for the Rector to determine what further developments, over and above regional priorities, can be sustained within the school. Against the knowledge of regional and school priorities, a Principal Teacher must decide what is achievable in addition by way of developments.

4. During session 1988-89 the two principal curricular developments in the secondary sector in Fife will be the implementation of Standard Grade and TVEI Extension. While Standard Grade applies to all schools, TVEI Extension is to be introduced in a phased way with six schools involved in 1988-89 with the other schools coming in a year later. The genesis of both developments is the desire to improve pupils' learning. Yet for many teachers the major concern will be the assessment procedures and the need to come to terms with concepts such as grade-related criteria, profiling, learning outcomes, assessable elements etc. Clearly any department has to have suitable procedures for any aspect of national certification. For pupils to achieve the potential benefits a continual focus must be maintained on teaching and learning. There is a recognition that 'S' Grade courses will need time to evolve. It is a task for Principal Teachers not to lose sight of what is hoped for through these developments.

5. Initially some teachers react to developments such as Standard Grade by believing that much of the resources currently used in S3 and S4 have to be replaced and that there have to be drastic changes in methodology. This is not necessarily true. Mostly, 'S' Grade arrangements have tried to build on the best features of current practice in Scotland. Thus one strategy which a Principal Teacher can adopt is to identify those parts of existing courses which meet the teaching and learning requirements of 'S' Grade and build on existing practice. This is a useful task to do in a department in that it should contribute to a further understanding of what is expected.
6. Standard Grade and TVEI Extension apply initially to S3/S4. Thus the relationship between them is important. Some of the implications of this are:

(i) Aspects of TVEI Extension, such as enrichment, relate directly to ‘S’ Grade courses. There are common issues of methodology.

(ii) Opportunities exist for multi-disciplinary approaches to courses in both developments.

(iii) The implications of the changes in some subjects (e.g. mathematics) may have implications for other courses (e.g. chemistry, geography). These implications will often extend beyond content to include methodology.

(iv) The use of computers in teaching and learning is a common feature. Developments through TVEI Extension may contribute to ‘S’ Grade.

7. Planned activity time and closure days for in-service training are now a contractual fixture. While part of the use of both sets of times may be determined by others (e.g. Region, Rector), a substantial proportion will remain under the control of the Principal Teacher. Control incorporates the planning to make most effective use of time available, identifying tasks which require to be done together with who will do them and how long they will take, running the sessions and monitoring their success, or otherwise. Co-ordination of the planning and use of planned activity time and closure days for a department should enhance their usefulness.

8. In making plans to improve the curriculum, it is important to base these on a recognition of the current position. Equally when a change has been made, it is essential to evaluate its effects. Evaluation is an activity which is often squeezed out because of other pressures but Principal Teachers should include time for formally monitoring progress in their planning. In some schools, a member of the Board of Studies meets with a Principal Teacher to review progress and this practice - known in some schools as curriculum audit - is likely to extend as a recognised means of making Principal Teachers accountable for the work done in their department. There is of course no reason why a Principal Teacher should not seek help or advice from a member of the advisory service in such evaluative tasks.

9. Many of the issues touched on in preceding paragraphs relate to staff development which is taken here to mean the enhancement of the professional skills of the teacher. The focus on changing teaching and learning approaches and monitoring the work of the department will identify staff development needs many of which must be met in the context of planned activity time and closure days. Principal Teachers will be key people in identifying staff development needs (for themselves as well as members of their department), in planning to meet these and, often, in conducting appropriate in-service training to fulfil the perceived needs.

10. A significant number of the tasks Principal Teachers have to undertake now are the same as they have always been. For example, they have to plan appropriate courses; they are responsible for making effective and efficient use of the resources available to them, where “resources” encompasses finance, accommodation and people; and so on. However the context in which they work is changing. The considerations described in paragraph 3 above are increasingly important in determining priorities. School managements are increasingly conscious of the need to be seen to be accountable. The scope for Principal Teachers to operate independently is reduced. What is of growing importance is that Principal Teachers have a clear and consistent view of the management tasks they have to fulfil. From such a view, policies and practices will be established which will create conditions in which members of the department will feel they are part of a team working together in a progressive, coherent manner. Principal Teachers need to re-examine the balance between management activities and subject-specific concerns.
Appendix 2

Factors to be considered in Designing a Course

AIMS

COURSE OBJECTIVES

LEARNING OUTCOMES AND EXTENDED GRADE RELATED CRITERIA

PUPIL NEEDS AND INTERESTS

RESOURCES AND RESTRICTIONS

PROGRAMME OF LEARNING EXPERIENCES

ASSESSMENT

COURSE EVALUATION

Home | Leisure
Trends and Fashion | Technological Change
Environment | Work
Pupil Abilities | Accommodation
Staff Strengths | Equipment
Learning Resources | Timetable Structure
Practical Work | Teaching Strategy
Graphical Communication | Class Assignments
Design | Homework
Monitoring, Testing, Recording | Course Work and Folio Analysis (GRC)
Observing | Project and Folio Analysis (GRC)
Pupil Reaction | Assessment Moderation
Staff Discussion | Standard Grade Results
<table>
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<th>RESOURCE BASED</th>
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Whole-school policies - Extract from a Report on School Management

3.4 Requirements at School Level

Boards of Studies should formulate whole-school policies either in line with regional policies or to apply to areas where no regional policy exists. Such policies should be formed by consultation and must be explicit. Statements of policy should include:

- relationship to existing or previous policy;
- identification of those responsible for implementing the policy;
- time scale for implementing policy;
- how the policy relates to existing priorities;
- how the policy will be reviewed;
- support available, either within school or from Advisory Service or other outside bodies.

The dissemination of the policy within a school requires careful planning.

Responsibility for policy formation within the school rests with the Rector/Headteacher acting with members of the Board of Studies, or others, as appropriate.

3.5 Departmental policies should articulate with school and regional policies. In some cases, there will be considerable elaboration at this stage in specifying content, resources and methods required as an integral part of the policy. In developing and implementing the policy, involvement of the Curriculum Development Officer/Adviser should be encouraged by the Board of Studies and General Adviser who has the responsibility of alerting his colleagues in the Advisory Service when specific developments are taking place in certain schools and also transmitting the school’s policy to his colleagues. At this critical time of forming the policy, the Adviser/Curriculum Development Officer should be able to bring to bear papers (checklists or quasi moderation documents) indicating current best practice, advice on resources, and so on. (Such documents have, of course, a dual function in that they can be used as the basis for the review of existing practice.) Departments should have a handbook of their policies.

There are important roles here, too, for Assistant Rectors who can explain and elaborate on the school’s policy, relate the policy of one subject department to another, co-ordinate aspects of potential overlap in course content, take a lead in multidisciplinary courses. Advisers/Curriculum Development Officers and Assistant Rectors should be alert to opportunities when they can discuss subject developments to their mutual benefit. The provision of support to the development of multidisciplinary courses requires further consideration.
3.6 Requirements at Departmental Level

As with school policies, it is vital that departmental policies are explicit and are clearly formulated. Consultation and discussion with those who will have to implement the policy is critical. Such a process can again generate awareness, understanding and commitment. Departments should look to Assistant Rectors and Curriculum Development Officers/Advisers for support and guidance although Principal Teachers have a key role in managing this process.

3.7 The essence of the paper thus far is that, before the curriculum can be managed effectively or developed from its existing state, explicit statements are necessary declaring what is to be managed or developed.

This applies equally forcibly at regional, school and departmental levels.

Often - at all levels - insufficient time is devoted to preparation and planning of policies; too often there is a rush to progress to the next stage - implementation - when flaws or difficulties could have been ironed out at an earlier stage. There can be considerable value in encouraging teachers to visit other schools to see good practice while policies are in a formative stage; usually this is money well spent.

Rarely is thought given to evaluation at this stage.

3.8 Implementing Policy

It is not a matter of contention that Boards of Studies, Principal Teachers and Advisers/Curriculum Development Officers all have important roles to play in implementing a policy, but the key person is the teacher in the classroom. This has implications both with regard to policy formulation and the pattern of in-service training.

If a teacher has been involved in agreeing the policy and feels committed to the policy then that is a major step towards successful implementation. Where such involvement has not taken place, the teacher requires convincing that:

- the new policy is the right one and is an improvement;
- the new policy will work.

Traditionally this has been a function primarily of the Principal Teacher or Assistant Principal Teacher who has taken the time to read and digest the appropriate documents and/or has attended in-service courses. Clearly there can be an important role for the Adviser/Curriculum Development Officer when he/she is aware of when they are needed. Increasingly, Assistant Rectors - especially those with a designated curriculum responsibility - are playing an important part in this dissemination process. When a policy has originated and been developed within a school, members of the Board of Studies should be involved in explaining the policy, either at departmental meetings or during school-based in-service training.

Dissemination of a policy must be recognised as a key step in its implementation; it must be planned and managed. Strategies may vary according to the policy and the members of staff concerned.
Appendix 5

Pupils with Learning Difficulties: A Planning Framework for Appropriate Education

An Exemplar

Identification of Issue
Pupils/Curriculum

Parents
Pupil Profiles
LSS
Course Teachers
Primary Teachers
Outside Agencies
Guidance Staff

Formal Consultation
including LSS and
support agencies

Information Meetings
Guidance staff, LSS)
(Parents, subject teachers,

Implications for Course Design
Summary of pupil’s needs
Teaching strategies: adapting materials
Assessment: resources
Classroom implications: SEB Arrangements

Formal Evaluation
Review of Provision
The Roles of the Learning Support Service
Within a Framework for Appropriate Education
In Secondary Schools In Fife

1. For the attention of...

1.1 This paper is intended for distribution to all secondary schools in Fife. It replaces the former PLD4A and PLD4C papers. It is for the attention of the undernoted staff in the first instance:

The Rector;
The Member of the Senior Promoted Staff with Responsibility for the Learning Support Service;
The Learning Support Teachers.

1.2 Additional copies may be obtained for further distribution to other relevant or interested parties through the Rector or other staff mentioned above. For availability of further copies, see Section 16.

1.3 Paper PLD4 should be read in conjunction with PLD3.

2. A Framework for Learning Support

2.1 This paper, and the accompanying appendices, provides a statement of the Education Authority's policy on the roles of the Learning Support Teachers in secondary schools in Fife.

2.2 These guidelines, addressed to the secondary sector, are paralleled by a similar set of guidelines, designated PLD6, for the primary sector. That has been done to ensure greater consistency between the two sectors.

2.3 For those as yet unfamiliar with but potentially interested in this work, the paper affords a source of insight and guidance into the roles of the Learning Support Teachers. For those already familiar with these roles, it will confirm the Authority's renewed and continuing commitment to this important part of the education service.

2.4 If the Learning Support Service is to operate effectively, then it must be an integral part of the overall responsibility which is shared by the whole-school for providing appropriate education for all its pupils including those who may experience difficulty in learning.

2.5 The commitment to make such a provision will involve each school in developing and maintaining a whole-school policy on appropriate education for all its pupils.

2.6 Similarly, those with responsibility for the various individual courses within the school curriculum will be obliged to become more explicit in defining and describing their courses and the related range of detailed issues connected with them.

2.7 The complex question of what constitutes appropriate education is clearly a matter that goes well beyond the scope of the present papers. It will have to be dealt with in its own right in other documents.

2.8 The present papers on the role of the Learning Support Service will require to be considered then not in isolation but in relation to other relevant documents which relate to appropriate education.
2.9 At national level, for example, such documents are issued from time to time by the Scottish Consultative Council on the Curriculum (formerly the Consultative Committee on the Curriculum) and by the Scottish Curriculum Development Service. Sometimes associated In-Service Training or Staff Development courses are provided.

2.10 In this connection it is important for Learning Support Teachers to be given copies of any relevant and important documents and to be given opportunities to attend any relevant and important courses and meetings if they are to be adequately equipped to fulfil their remit across the curriculum. This applies to documentation and courses or meetings whether originating at national, regional or school level.

2.11 It is also important for Learning Support Teachers to be represented from the early stages where appropriate on various support groups or working groups which are involved in work related to curriculum or course development.

3. A Brief Resume of the General Background Leading to the Present Position

3.1 In 1978 the Scottish Education Department published a Progress Report by HM Inspectors of Schools on ‘The Education of Pupils with Learning Difficulties in Primary and Secondary Schools in Scotland’.

3.2 This coincided with a number of other important reports published at about the same time. These included, in 1977, the Pack Report on ‘Truancy and Indiscipline in Schools in Scotland’ and the Munn Report on the ‘The Structure of the Curriculum in the Third and Fourth Years of the Scottish Secondary School’ and the Dunning Report on ‘Assessment for All’.

3.3 All in all these reports amounted to what was in effect a fairly strong criticism of certain aspects of secondary education as it existed at the time. Far reaching changes were called for in secondary schooling.

3.4 The main changes that were envisaged were seen as falling into three broad categories as far as the secondary school is concerned.

1. Changes in what at the time was commonly referred to as remedial education. These arose mainly out of the Inspectorate’s Progress Report and had two broad effects:

(a) The provision of appropriate education for the whole range of ability within the secondary school is and must be seen as a whole-school responsibility involving all staff. It is an area for the management team under the Headteacher to co-ordinate. These were seen as the fundamental issues to be resolved if schools were to provide satisfactorily for all their pupils.

(b) A new specialised remit was laid down for those who are now widely referred to as Learning Support Teachers. (Further details of that remit are given in Section 9 of this paper.)

2. Changes affecting education in the third and fourth years of the secondary school. These emanated from the Munn and Dunning Reports and have now developed into the Standard Grade programme.

3. Changes affecting education in the first and second years of the secondary school. It was felt that this might usefully be considered within the context of education in the ten to fourteen age range. This has now been extended to cover the five to fourteen age range.
3.5 Although the Inspectorate’s Progress Report was addressed mainly to class teachers and those with responsibility for management, it has also proved to have far reaching consequences for Learning Support Teachers.

3.6 Following publication of the Inspectorate’s Progress Report, a great deal of deliberation and discussion took place at both national and regional level. Having considered the issues carefully, The Education Authority declared that it had accepted and was resolved to make a major commitment to implementing the main points of the Inspectorate’s Progress Report.

3.7 Although much development has taken place over the intervening years, that commitment still stands firmly today and will continue into the future.

4. The Main Points of the Inspectorate’s Progress Report

4.1 In reviewing the work of ordinary class and subject teachers, the Progress Report, together with other evidence presented by the Inspectorate at various meetings, revealed the following:

(i) There is a wide range of different causes for learning difficulties and teachers are not always sensitive to this range. All too often the assumption is made that the cause of all learning difficulties is a failure to master the early stages of reading and of number.

(ii) Far more pupils than was formerly considered to be the case have their progress impaired by the range of learning difficulties. Up to fifty per cent of pupils are reckoned to come into this category. The Report indicated that teachers were not always sensitive to this fact.

(iii) The major source for learning difficulties is the curriculum and the way it is presented.

(iv) The cure for many of the learning difficulties has to be found in the design and presentation of the ordinary curriculum. The agents for dealing with many of these difficulties have to be the class and subject teachers who deal with the curriculum.

5. The Range of Learning Difficulties

5.1 An examination of the evidence from the survey upon which the Inspectorate’s Progress Report was based allowed the survey team to plot the main causes of learning difficulties. These, according to the Inspectorate, included the following:

(i) Difficulties due to a failure to master the early stages of reading and of number. (This affected a relatively small proportion of pupils beyond the middle primary years amounting, on average, to no more than one or two per cent on entry to secondary school.)

(ii) Difficulties in coming to terms with concepts and with processes. (This was without doubt the most prolific source of difficulty.)

(iii) Difficulties with reading skills beyond the first stages of decoding. (That is intermediate and higher order reading skills.)

(iv) Difficulties arising from terminology and from other specialist language demands.
(v) Difficulties due to adoption of inappropriate methodology.

For example:

(a) lack of appropriate pacing;
(b) lack of chances for revision and reinforcement;
(c) lack of time for genuine pupil-teacher discussion to explore learning difficulties;
(d) lack of proper presentation of the curriculum, for example, worksheets which the pupils find difficult to read.

(vi) Difficulties due to failure to master study skills.

(vii) Difficulties due to absence, broken education, or having too many teachers during a session.

(viii) Difficulties due to cumulative load of work.

(ix) Difficulties arising from the work having an image for the pupils inappropriate to their age and stage of development.

(x) Difficulties due to failure of pupils to grasp the relevance of the work being undertaken to their needs, lifestyle and social background.

5.2 This is not intended to be a closed list, nor does it exhaust all possible sources of learning difficulties. Teachers must try to develop their own awareness of other possible sources of learning difficulties so that appropriate action may be taken to reduce their effects as far as possible.

6. Implications for a Whole-School Approach

6.1 In the light of these findings, the Inspectorate’s Progress Report concluded that the proper approach to helping pupils with learning difficulties is through the whole curriculum and that appropriate education rather than remedial education is required.

6.2 If appropriate teaching is given by the class teacher to the pupils, then the incidence of learning difficulties should diminish. This means that the focus of the promoted staff and the Learning Support Teachers should be on assisting the class teacher in getting the initial teaching and learning right.

6.3 Thus the Inspectorate and the Education Authority both take the very firm view that any response to learning difficulties must be seen as a whole-school responsibility and should be planned and carried out on that basis.

6.4 Careful consideration should be given to integrating the work of the Learning Support Teachers with other related developments that may be ongoing at any particular time so that schools are not put in the position of taking on too many different development initiatives over any given period of time.
6.5 School based development work is to be commended as a positive means of enabling each school to make progress in developing appropriate education for all its pupils. However, the potential advantages of inter-school co-operation at district, regional and possibly even national level are also worth bearing in mind. Such co-operation is likely to prove particularly beneficial where examples of good practice can be identified and shared between schools. Towards this end, inter-schools visits or placements by Learning Support Teachers have proved to be very helpful and should be viewed as a continuing option for the future.

7. The Duties of Promoted Teachers

7.1 The duties of Headteachers and of Principal Teachers are laid down in SJNC Circulars SE/61 and SE/62 respectively.

7.2 Duties of Headteachers

(a) Both the general and the specific duties described in Schedule A to Circular SE/61 emphasise that the Headteacher is responsible for the implementation of the Authority's obligation to provide adequate and efficient education for pupils, this involving the implementation within the school of such policies and procedures as the Authority may lay down for the implementation of its statutory duties.

(b) In the present context, this clearly requires the Headteacher to be responsible of the implementation in the school of the Authority's policies in respect of the education of pupils with learning difficulties.

(c) Headteachers are thus responsible for the implementation in schools of the policies contained in the present papers; such implementation will usually involve the development of whole school policies which interpret the present papers in the context of the individual school.

7.3 Duties of Principal Teachers (Subject)

(a) Circular SE/62 indicates that the Principal Teacher (Subject) has the responsibility for the implementation of whole-school policies; accordingly, it falls to the Principal Teacher (Subject) to ensure that the whole-school policies (or such other, equivalent, methods as may operate to achieve this purpose) in respect of Learning Support are implemented within his/her department.

(b) In common with all Principal Teachers (Subject), Principal Teachers of Learning Support are required, in terms of Circular SE/62, to undertake the duties prescribed in that Circular, these duties being interpreted in respect of the provision of Learning Support in the school as described in the present papers.

8. The Duties of Teachers

8.1 In Schedule B of SJNC Circular SE/40 the duties of teachers, to be expressed in the Scheme of Conditions of Service, are set out.

8.2 In this connection, it is suggested that the points, stated in the next sub-section, made by the Joint Committee of Colleges of Education in Scotland, represent the natural way in which, in the context of Learning Support, the duties of teachers as set out in SE/40 might be interpreted. It is NOT to be understood that these represent additional duties.
8.3 The JCCES suggested that, as part of their normal work, class teachers should be able to:

(i) recognise and be sensitive to the range and diversity of learning difficulties which pupils meet;

(ii) within the curricular framework of the school, design or select appropriate teaching programmes to match the range of pupil abilities;

(iii) within these programmes, select and deploy a suitable range of methods and resources to reduce the possibility that learning difficulties will arise;

(iv) recognise possible causes of those learning difficulties which still continue to arise within these programmes;

(v) address the bulk of these themselves;

(vi) address others themselves after consulting with colleagues including Learning Support Teachers;

(vii) recognise the very severe difficulties which arise from a failure to master the early stages of reading and of number so that the pupils concerned can be referred to a Learning Support Teacher for further support, assessment and, possibly, some direct tuition on an individual withdrawal basis.

8.4 It is recognised that both pre-service and in-service training must address these needs, so as properly to equip teachers to undertake these tasks.

9. The Multiple Roles of the Learning Support Teachers

9.1 In keeping with the notion of a whole-school responsibility for providing an appropriate education for all pupils, the Inspectorate's Progress Report went on to outline a new and distinctive set of roles for the staff of what is now called the Learning Support Service.

9.2 The new roles are quite different from the former unitary role of the traditional remedial teacher. They are also complementary to the roles of the class teachers.

9.3 The multiple roles of the Learning Support Teachers which have been adopted for implementation as an integral part of the overall educational provision in each of the secondary schools in File are described under four main headings as follows:

1. **Consultancy.** Consulting with other members of staff. This includes members of the school management team and teachers with responsibility for particular courses. (Role 1).

2. **Co-operative Teaching.** Offering, in co-operation with class teachers, supportive help for a wider range of pupils (Role 2).

3. **Direct Tuition.** Offering direct tuition in early stages of reading and of number to the relatively few pupils who have failed to master these basic areas of learning. (Role 3).

4. **Short-Term Support.** Providing, arranging for, or contributing to other short-term support for pupils with temporary learning difficulties. (Role 4).

The first three of these are considered to be major roles; the fourth is relatively minor.
9.4 The four headings in 9.3 above provide a summary of the roles which were originally laid down. However, the job has now developed to include other aspects of the work not specifically mentioned above.

9.5 The following may feature among the ‘Other Aspects’ of the work of Learning Support Teachers:

(i) Contributing to Primary-Secondary Liaison.

(ii) Contributing to staff development, particularly school-based staff development.

9.6 These roles and other aspects of the work should be seen not as isolated functions but as overlapping and interacting with each other.

10. Balance among the Various Roles

10.1 The balance among the various roles and aspects of the work of the Learning Support Teachers at any given time is a matter that will have to be determined largely by each school within a carefully considered system of priorities and in relation to the available resources. While that applies as a general rule, it is also possible that circumstances may arise in which the Education Authority would wish to identify certain issues or matters as being of particular priority and, in consequence, it may be necessary for all schools or certain schools to give due attention to the issues or matters concerned. In such circumstances the schools would be notified accordingly by an appropriate member of the Directorate.

10.2 The system of priorities will have to be flexible and capable of changing in response to variations in the pattern of perceived needs or to shifts in the relative emphasis placed on particular needs as circumstances develop through time.

10.3 Two main areas on which the work of the Learning Support Teachers may focus are basically:

(i) Curriculum - contributing, along with others, to the development of an appropriate curriculum and appropriate courses.

(ii) Pupils - contributing, along with others, to helping pupils gain access to the appropriate curriculum and appropriate courses.

10.4 When considering the deployment of Learning Support Teachers, decisions about targeting will have to be made and kept under review. This will involve the Rector, Senior Member of the Promoted Staff whose duties include Learning Support, teachers with responsibility for particular courses as well as Learning Support Teachers.

10.5 Among the issues to be considered are the following. Which areas of the curriculum/courses/units of work, which stages/year groups, which teachers, and which pupils will be involved in the on-going work? How are particular commitments to be discussed and negotiated among the relevant members of staff and how are the requisite amounts of time to be scheduled or timetabled? What is the projected timescale for any particular commitment? How is the work to be monitored/reviewed/evaluated?

10.6 Experience has shown that Learning Support Teachers can become involved with many courses, pupils and teachers across the curriculum. While such involvement may be generally welcomed, it has to be recognised that there are dangers in trying to spread the limited resources too thinly. Careful consideration will need to be given to those aspects of the work which are feasible, which are of priority, and which can be done effectively. Inevitably the deployment of Learning Support Teachers will need to be selective if it is to be effective.
11. Timetabling of Learning Support Teachers

11.1 Each secondary school in Fife will have a given staffing standard for Learning Support Teachers who are to be appointed in addition to other staff in the school.

11.2 If the Learning Support Teachers are to be deployed in implementing their roles with some degree of flexibility, then the timetabling arrangements must also be flexible. Learning Support Teachers should not, for example, be timetabled in the conventional sense to take classes. Experience in a number of schools suggests that it is better for Learning Support Teachers to approach the new session with a timetable which is not yet completed. It would then be the responsibility of the Principal Teacher in Learning Support to make up timetables for each of the Learning Support Teachers after consultation with his/her colleagues, with the appropriate member(s) of the school management team, and with staff in the relevant subject departments. In doing so, due account would have to be taken of the various commitments that may have to be fitted in and for the continuing need for possible flexibility since these requirements may well vary as the school session proceeds.

11.3 The timetabling arrangements should ideally make it possible for the various roles to be implemented in a properly co-ordinated fashion. This means that the Consultancy, Co-operative Teaching and Direct Tuition roles will require to be timetabled in the light of the priorities that have been agreed. The proper implementation of the Consultancy role implies that both the Learning Support Teacher(s) and the other member(s) of staff involved should have time available for consulting. Time will also need to be made available to the Learning Support Teachers for primary-secondary liaison.

11.4 Headteachers and those responsible for general timetabling within the school should note that the appropriate deployment of the Learning Support Staff is very important in relation to the processes of planning, developing, implementing and evaluating appropriate courses. Learning Support Teachers should not be taken from their normal work to cover for staff absence.

12. Accommodation for the Learning Support Service

12.1 It is very important that suitable accommodation be provided for the Learning Support Service in each secondary school if the staff are to have the necessary facilities to enable them to carry out their remit effectively. The following ideas are put forward as suggestions of what some of the basic requirements might be.

12.2 The principal requirement is for a room, probably about the size of an ordinary classroom, to act as a main base for the Learning Support Service within the school. It may also be necessary to have a small number of tutorial rooms depending on the requirements of the particular school.

12.3 The accommodation should be as free from undue auditory and visual distraction as possible and, where feasible, it should be well appointed with appropriate electrical services and pinboarding. Moveable partitions can be useful in adapting rooms to serve a variety of purposes. Suitable accommodation for storing, retrieving and distributing resources, equipment and learning materials is an important requirement. The accommodation should also provide a suitable venue for relaxed and informal meetings with parents.

12.4 In considering improvements/adaptions to school buildings, the Director of Education will have regard to the question of suitable accommodation for the Learning Support Service. Progress in this matter will, of course, depend on the availability of finance. Headteachers are asked to review the accommodation in use for the Learning Support Teachers to meet the requirements of their various roles and other aspects of their work.
13. Implications for Staffing in the Learning Support Service

13.1 It is recognised that the multiple roles of the Learning Support Teachers are very demanding.

13.2 The Education Authority wishes to make it clear that it is committed to recruiting teachers of the calibre necessary to carry out this demanding work as effectively as possible.

13.3 As an aid to recruitment, it is possible for teachers to be either seconded or appointed to these posts.

13.4 Details relating to the level of provision of Learning Support Teachers for each secondary school are to be issued separately in Paper PLD4 Appendix 5.

14. Staff Development and In-Service Training

14.1 There will be scope for Learning Support Teachers to be involved in the Education Authority's staff development and in-service training programmes.

14.2 In addition, a short induction course will be available for Learning Support Teachers who have been appointed since the beginning of the previous school session. It is intended that this course will run from the beginning of session 1999/90.

14.3 At school level, the Principal Teacher in Learning Support has an important contribution to make to the ongoing development and training of all Learning Support Teachers.

14.4 However, the Diploma in Special Educational Needs (Non-Recorded Pupils) remains the distinctive qualification course for teachers specialising in the new multi-purpose roles of the Learning Support Teachers.

14.5 The Diploma course is a level 2 course within the national three-tier structure of in-service training. It has the status of an advanced post-graduate diploma at a level considerably above that of initial teachers training. The course has been approved by the Scottish Education Department, the National Advisory Committee of the Scottish Colleges of Education and the Committee for National Academic Awards.

14.6 The Education Authority regards the Diploma as an important professional qualification and high priority will continue to be given to nominating Learning Support Teachers for places on the course.

15. Appendices

15.1 The following are appendices to this paper:

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16. Availability of Further Copies

16.1 Further copies of this paper plus appendices may be obtained on written request from the Director of Education, Regional Headquarters, Fife House, North Street, Glenrothes, KY7 5LT.
1. Consultancy (Role 1)

1.1 Consultancy is the first of the multiple roles of the Learning Support Teachers which was laid down in the Inspectorate’s Progress Report and which has been accepted by the Education Authority for implementation in primary and secondary schools.

1.2 It is considered to be the most important role, and training in Consultancy is said to be the hallmark of the Diploma course which is specifically designed to equip the Learning Support Teachers to discharge their roles.

1.3 Care has been taken to ensure that the description of this role given here clearly reflects the concept of Consultancy which has been worked out and agreed at national level.

1.4 Accordingly the following statement is taken from the most recently updated version of the national guidelines for the Diploma in Special Educational Needs (Non-Recorded Pupils) which covers both primary and secondary schools.

1.5 The survey on which the Inspectorate’s Progress Report is based showed that the scale and complexity of the learning problems were so great that some form of support was necessary. The normal curricular management at primary level needs the support of a suitably trained consultant. At secondary level there is also an argument for having a specialist who can look at the learning difficulties individual pupils meet across a range of subjects.

1.6 The problems of introducing a consultative role are easy to see. It could be taken, for example, as a move away from what are thought to be the traditional patterns of Scottish teaching. Individual teachers are thought to be “kings in their own castle” and liable to resent any intrusion into it by another teacher. Clearly the development of the consultative role will require considerable knowledge and skills on the part of the consultant.

1.7 At a deeper level consultancy also involves credibility. Advice will only be welcomed by teachers if the person offering it has credibility in their eyes and if his/her professional reputation is such that they will expect to receive useful help and advice from him/her.

1.8 Problems can also arise over who has ultimate responsibility for the content of the curriculum and for methodology. If this responsibility is not clearly defined, consultancy can run into difficulties.

1.9 In view of these difficulties there would need to be a stated school policy, known to all members of staff, about the precise nature of the consultative role of the Learning Support Teacher. Such a policy would need first of all to stress the help which class and subject teachers can gain from the Learning Support Teachers and then go on to defuse possible difficulties by stating that the consultative role is not a device by which the Learning Support Teacher decides what should, or should not, be taught in any primary class or in any secondary subject lesson. It must state that consultancy in no way gives the Learning Support Teacher any right of veto over the content of courses or over particular material and resources. The school policy should stress that the purpose is to make help and advice available to class and subject teachers without in any way removing the prime responsibility for decisions from them. Any policy statement should also make clear that the consultative role must never be interpreted as a device for class and subject teachers to get the Learning Support Teacher to take over responsibility for devising alternative work for groups of pupils and in effect to run sub-classes within main classes. Class and subject teachers must remain responsible for and be involved in the work of all the pupils in their classes.
1.10 The kind of positive help which Learning Support Teachers can offer could be, e.g.

Alerting class and subject teachers to the full range of differing causes for learning difficulties and to the range of teaching/learning strategies appropriate to the educational needs of the pupils.

Alerting class and subject teachers to the need for revision and reiteration of work with quite sizeable numbers of pupils.

Alerting class and subject teachers to the key part to be played by probing discussion with individuals and with groups of pupils to arrive at a recognition of the cause of any difficulty.

Advising teachers on the reading and language levels in the resources used in their courses.

Advising teachers on the diagnostic information to be gleaned from normal class assignments and assessment exercises.

Advising teachers on the problems faced by individual pupils. For example, with their cross-curricular view at secondary, Learning Support Teachers may usefully draw attention to areas of success of pupils who fail in some aspects of the work. This could create the opportunity to focus the discussion on how children learn, on the range of causes for learning difficulties, and on the consequence of these difficulties for methodology.

Being available as consultants to staff (both subject and guidance) at points where individual pupils have to make subject or course choices.

1.11 Such alerting and advising, most important when the aim is to give positive help to class teachers, can be done in a variety of ways. The easiest and most natural is perhaps in the discussions which will inevitably arise out of the discharge of the second role - the Co-operative Teaching one. It will also be done in informal contacts, in more formal staff meetings and especially during staff development activities. However, as the role develops a specific time allocation for it has to be built into the timetable of Learning Support Teachers.

Possible areas in which Learning Support Teachers could exercise a consultancy role in relation to senior school management are:

(i) Taking part in any discussion on the formation of a school policy affecting pupils with learning difficulties to ensure that a narrow definition of Learning Support is not adopted, that the risk of difficulties is minimised and that all those with responsibility for curricular management are involved. This could mean advising or at times sitting in on policy groups and curricular working parties.

(ii) Acting as a school focus for consultation and liaison with outside people, agencies and institutions on problems specific to pupils with learning difficulties. This could involve liaising with parents, with other schools at the point of pupil transfer, with Child Guidance Services and with consultants on the special needs of any handicapped pupils integrated into normal classes. Some of these functions will, at secondary school, have to be co-ordinated with the work of Guidance staff.

(iii) By initiating, contributing to and evaluating staff development activities.

(iv) Being the school focus of expertise on the application and interpretation of diagnostic and assessment procedures.
1.12 Learning Support Teachers should also be prepared through attitude and training to act as advocates for pupils with learning difficulties providing a specialised form of support over and above that which would normally be provided by the Guidance staff.

1.13 The broad general aims of the consultative role for Learning Support Teachers will be the same for both primary and secondary schools. However, in practice there could be great variation in how it is discharged because of the differing organisational set ups at the two levels. When acting as a consultant the Learning Support Teacher is essentially the school's expert on the process of learning, commenting and advising on the matching of the curriculum and methodology to the needs and abilities of pupils, many of whom will be subject to difficulties clearly related to the curriculum and how it is presented.

1.14 The point could be made that in tackling such a consultancy role the Learning Support Teacher particularly in primary school is entering a sphere which is already in the remit of AHTs. In no sense is there any suggestion that AHTs should have such a remit withdrawn: they will retain general oversight of any such consultancy work. The intention is that the Learning Support Teacher should be part of a team to be deployed by the appropriate AHT.

1.15 Of all the four roles suggested for the Learning Support Teacher clearly this is the one which will take longest to develop and establish. At paragraph 4.18 the Report says:

"To make all this possible a long period of development, training and re-training will be required if teachers of the right quality and qualification are to be available."

1.16 To discharge such a role effectively the Learning Support Teachers will require above all credibility which will depend upon:

(i) knowing enough about all aspects of the curriculum to be able to participate in curricular discussion.

(ii) having achieved in the past a reputation as effective teachers and being able still to handle with skill whatever direct teaching they undertake under Co-operative Teaching (Role 2) and Direct Tuition (Role 3).

(iii) displaying an ability to unravel the possible cause of any learning difficulty.

(iv) establishing a rapport with teachers.

1.17 If the consultative role is to be effectively discharged then time must be made available for it within the timetable of the Learning Support Teacher.

1.18 The Learning Support Teachers, with the global view of individual pupils and the curriculum which they gain under this role, can also be a useful source of information for Guidance staff in secondary schools.

1.19 As with any other field of education the work of the Learning Support Teachers is inevitably affected by ongoing developments. The above description of the Consultancy role is taken from the most appropriate and most recently updated national document on the subject. This paper has been produced in the form of an appendix so that it can be replaced if necessary by any further updated statement on the subject that may emerge in the future.
1. Co-operative Teaching (Role 2)

1.1 Co-operative Teaching is the second of the multiple roles of the Learning Support Teachers which was laid down in the Inspectorate’s Progress Report and which has been accepted by the Education Authority for implementation in primary and secondary schools.

1.2 As in the case of Appendix 1, the following statement is taken from the most recently updated version of the national guidelines for the Diploma course.

1.3 The Co-operative Teaching role differs in quite a fundamental way from the third role, that of Direct Tuition. In Co-operative Teaching, extra help is offered in the normal work of the ordinary curriculum and so it tackles the whole wide range of causes for learning difficulties. By contrast, Direct Tuition under Role 3 concentrates on the basic language and number skills which the vast bulk of pupils have already mastered on entry to secondary school.

1.4 Essentially the aim of the second role is to increase the range of teaching/learning strategies available within any one classroom. Experience has shown that it works best where the following criteria have been taken into account.

(i) The Learning Support Teacher has the skills to work in collaboration with the class or subject teacher.

(ii) There is a clear school policy, known to all staff, on the precise relationships between class and subject teachers and Learning Support Teachers discharging this role.

(iii) There is within this school policy a clear definition as to the unique contribution of each teacher and the areas of joint responsibility for choice of content and methodologies to be used within the class.

(iv) The Learning Support Teacher has to be fully aware of the context of any assignment work about which he offers help.

(v) Learning Support Teachers should not restrict their attention to those pupils with the most severe learning difficulties. Such pupils can often be embarrassed if they are singled out too openly for extra tutorial help. Sometimes Learning Support Teachers have found it useful to offer help to all pupils so allowing the class or subject teachers more time to help those with more severe difficulties.

(vi) In some cases Learning Support Teachers, particularly at the primary stages, will have responsibility for more than one school and in a wide range of settings.

1.5 The survey did show that where these criteria were observed the Learning Support Teachers made a useful contribution to dealing with learning difficulties within the class, viz that they could for example:

Contribute to the design and planning of appropriate courses and differentiated curricula, and advise on the use of supplementary support materials.

Spend time in discussion with pupils who had met learning difficulties so that they could probe the possible source of them.

Offer help with the language of the assignments.
Prevent the building-up of feelings of disillusionment and alienation from school by enabling less successful pupils to complete assignments and gain the satisfaction of completion.

1.6 Experience has shown that Learning Support Teachers can offer effective help in areas and subjects outwith those they originally trained in. The critical factor is the quality of the Learning Support Teachers' expertise in the processes of learning, knowledge of the range of possible causes for learning difficulties and the range of appropriate strategies for teaching and learning. Therefore the first degree or subject discipline of the Learning Support Teacher is of less importance than his or her ability to tune into the lesson in progress, diagnose which of the range of learning difficulties is affecting individual children, and offer appropriate support.

1.7 This second role is inextricably linked with the consultative role, since the entry of a Learning Support Teacher into classrooms can provide formal and informal opportunities for the consultative role to develop.

1.8 As in the case of Appendix 1, the above statement has been produced in the form of an appendix so that it can be replaced if necessary by any further updated statement on the subject that may emerge in the future.
1. Direct Tuition (Role 3)

1.1 Direct Tuition is the third of the multiple roles of the Learning Support Teachers which was laid down in the Inspectorate’s Progress Report and which has been accepted by the Education Authority for implementation in secondary schools.

1.2 It consists of offering Direct Tuition in the early stages of reading and of number to the relatively few pupils who have failed to master these basic areas of learning.

1.3 Direct Tuition is of course only one of the means by which Learning Support Teachers can offer help and support to these pupils. They can also extend help through the other roles or aspects of their work. Thus the role of Direct Tuition should not be seen as a separate isolated function but as interacting with the other roles.

2. The Context for Direct Tuition

2.1 It is important to be clear about the context within which Direct Tuition is intended to operate. The main point here is that the subject specialists or course teachers continue to be responsible for providing appropriate education for all pupils in their subjects whether Learning Support staff are involved or not.

2.2 This means, for example, that Science Teachers are responsible for providing appropriate education in Science for all the pupils who are studying Science. Similarly with English, Mathematics and the other subjects.

2.3 It is within that sort of context that the role of Direct Tuition is intended to provide extra help in certain aspects of the curriculum for certain pupils as indicated in 1.2 above.

3. The Proportion of Pupils Likely to be Involved

3.1 The proportion of pupils in this category tends to be smaller in the secondary school than in the primary school and smaller in the later than in the earlier years. The proportion on average is likely to amount to no more than one or two per cent on entry to secondary school.

4. Individual or Small Group Help

4.1 The pupils identified as being eligible for Direct Tuition should be offered help by Learning Support staff either individually or in a small group normally not exceeding four in size.

5. Extra Help

5.1 The extra help that may be provided through Direct Tuition is not intended to be a substitute or a replacement for the pupils’ normal lessons in English or in Mathematics.

5.2 It follows, then, that a pupil who requires this type of help in the early stages of reading should not normally be withdrawn from his lessons in English to receive it.

5.3 Similarly, if a pupil is to receive this type of help in the early stages of number, he should not normally be withdrawn from his lessons in Mathematics to receive it.
5.4 It is possible for the extra help to be offered either within the normal classroom or by some form of withdrawal to another room, or by a combination of both of these arrangements each of which may be seen as having its own particular advantage.

5.5 Help within the normal classroom may be able to make use of the normal curricular contexts assuming that these are appropriate to the needs of the individual pupil(s) concerned.

5.6 Such help, offered outside the ordinary classroom, can often deal with the really severe cases without embarrassing them in front of their peers. It can also mean that the Learning Support Teacher may be able to use a wider and more appropriate range of resources and different types of methods than may be feasible in the normal classroom.

5.7 Those involved will have to decide which arrangement or combination of arrangements best suits the needs of the pupils in any given set of circumstances within each school.

6. The Amount of Extra Time Per Week

6.1 When considering the question of how much extra time per week might reasonably be provided for a pupil to receive such help, it should be borne in mind that the extra time is intended to be in addition to the normal appropriate education which is to be provided in the various courses to meet the pupils' needs.

6.2 It is suggested that the amount of extra time available for any one pupil to receive this type of help should not normally exceed an equivalent of about five or six forty minute periods per week. Ideally the available time should be spread evenly throughout the week.

7. The Duration of the Extra Help

7.1 Direct Tuition should continue for as long as the pupil(s) require(s) it and should neither be artificially cut short nor artificially prolonged. It is likely that some pupils may require it on a short-term, some on a medium-term and others on a longer-term basis.

8. Time for Direct Tuition

8.1 Since the publication of the Inspectorate's Progress Report and the introduction of the multiple roles of the Learning Support Teachers, secondary schools have shown considerable ingenuity in working out a range of possible approaches to the question of where the time for Direct Tuition might come from. That is assuming that extra time is required.

8.2 In addition, the document 'Curriculum Design for the Secondary Stages' CCC 1987 makes a number of suggestions relating to the allocation of time - see para 4.18. The suggested minimum class time for the eight different modes of activity over the first two years amounts to 86%. This leaves a balance of time over the two year period of some 14% of class time. This time may be used for a number of suggested purposes including: (a) additional study/activity in one or more of the eight modes and; (b) remediation or individual study.
8.3 Put briefly, the main options for finding extra time for Direct Tuition would seem to be as follows:

(i) A 'balance of time' such as is referred to in 8.2 above might be made available within the overall structure of the timetable. In such a situation, all or part of that time might be used for Direct Tuition for as long as the pupil continues to need it.

(ii) The pupil(s) might be withdrawn for a certain amount of time from some subject(s) perhaps during certain modules or units of work.

(iii) The pupil(s) might be withdrawn from certain subjects on a rota basis.

(iv) The pupil may also, in extreme circumstances, contract out of some subject after having taken it for a period of time.

(v) There is also the possibility that a school may work out some other type of arrangement for providing Direct Tuition to those for whom it is necessary.

8.4 It may well be that not one but rather a combination of different approaches will need to be put into operation if the varying needs of different pupils are to be met.

8.5 However, it may also be the case that as increased efforts are made in the primary schools to improve the pupils' levels of attainments, even fewer pupils will come into the secondary schools with such basic needs still outstanding.

8.6 It is also possible that as renewed efforts are made in the secondary schools to develop increasingly appropriate courses, then the need to find extra time for pupils to receive Direct Tuition may well diminish even further and, in some situations, cease to exist.

8.7 Thus Direct Tuition should not be thought of as a form of provision that must be made at all costs whether there is a need for it nor not. Equally, if there is a genuine need for it, then it should be organised so as to serve the pupils' best interests as long as that need continues to exist.

9. Phasing Out Direct Tuition

9.1 Some forethought will require to be given to the matter of phasing out or stopping Direct Tuition as the various individual pupils reach the stage where that becomes appropriate. It would then be helpful if the Learning Support Teacher can keep in touch with the pupil and his/her class teacher(s) in an effort to ensure that regression does not take place. This type of after-care is likely to be easier in a situation where some Consultancy or Co-operative Teaching takes place.

10. Conclusion

10.1 In conclusion, it must be stressed that Direct Tuition under Role 3 is intended to act as a supplement to rather than a replacement for the appropriately differentiated curriculum which should be provided by the course teachers in the different courses that are taught in the secondary school. The existence of specialist Learning Support staff in the school offering Direct Tuition should never be allowed to generate the feeling that other teachers can somehow opt out of their responsibility for these pupils. The pupils' interests are likely to be best served if all those involved co-operate in an effort to provide an appropriate education.
1. Short-Term Support (Role 4)

1.1 Short-Term Support is the fourth of the multiple roles of the Learning Support Teachers which was laid down in the Inspectorate's Progress Report and which has been accepted by the Education Authority for implementation in secondary schools.

1.2 Compared with the first three roles, the fourth role of offering short-term support is relatively minor.

1.3 It grew out of the finding of the Inspectorate survey that in the rooms of the Learning Support Teachers there was almost universally a good ethos. Several schools have capitalised on this to deal with short-term problems with individual pupils. Cases were found, for example, of pupils returning to school after a family bereavement and being too upset to rejoin normal classes. Similarly pupils returning to mainstream school from specialist schools were 'played in' with a short spell with the Learning Support staff. Other similar cases can be found in school and the Learning Support room can be a helpful temporary haven for them.

1.4 This role calls for co-operation with other staff in selecting the pupils concerned. In the secondary school it will require liaison with the appropriate Assistant Rector, Principal Teachers of subjects and Guidance staff.

1.5 One important point remains to be made about this role. It must never be confused with units for long-term disruptive pupils. The fourth role is envisaged for short-term cases only and is not a device for dealing with long-term behavioural problems.
Learning Support Summary Sheet (Primary 7 stage)

Name: ___________________________ Date of Birth: ____________

Stage of first Learning Support involvement:

Reason for Learning Support:

Type of support provided:

- individual □
- group □
- resources □
- Direct Tuition □
- Consultancy □
- Co-operative Teaching □
- curriculum differentiation □
- individual programme □
- taping □
- scribing □

Assessments:

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. E.R.T. 3</td>
<td>Miscue Analysis</td>
</tr>
<tr>
<td>Edwards Reading Test</td>
<td>I.R.I.</td>
</tr>
<tr>
<td>Primary 7. File Maths Test</td>
<td>Structured Observation</td>
</tr>
</tbody>
</table>

Reading Age Test: ___________________________
Spelling Age Test: ___________________________

Strengths: ___________________________
Weaknesses: ___________________________

Enclosures:

- samples of pupil's work □
- specific T.D.M. □
- psychologist's reports □
- individual progress □
- results of assessments □
# Pupil Profile

**Date of Birth**

**Class**

## Language Tests
- E.R.T. 3
- New MacMillan Reading Analysis
- BOWMAN Reading Test

## Early Number Tests

## Notes from Primary

## 1st Year Shadowing

## Psychologists Reports

## Medical Reports

## Recommendation for Dir. T.

## Parent Interviews

1
2
3
4
5
6

## Department Referrals
Provision of Learning Support in the Primary School

Format for a School Policy on Appropriate Education

A model for Prevention, Identification and Intervention

In drawing up a policy on appropriate education you should consider the following areas:

1. Assessment
2. Record Keeping
3. Curriculum - Content, Methodology and Ethos
4. Resources
5. Organisation
6. Consultation
7. The deployment of the Learning Support teacher

If you consider the above model it will be obvious to you that one could enter the circle at any point, i.e. Assessment could be either the last point or the first. In the guidelines which follow we have decided to start with Assessment but you need not follow our order. The important point is not that you follow a given order but that your guidelines should clearly identify specific procedures which will support your colleagues as they attempt to provide appropriate education for their pupils. This will not be achieved if you deal in generalities and it is hoped you will find the following questions a useful focus.
1.6 After the Reading Tests in P5 and P7 what steps are taken by:
   (a) yourself,
   (b) the AHT P4-P7 (if you have one),
   (c) the class teacher,
   (d) the LST?

1.7 Do your guidelines show staff what to do with children who fail to register on these tests? Do you have other tests which will identify where the problems are? Who administers these tests? What follow-up work is to be done and by whom?

1.8 Do your guidelines make clear to staff that you must be made aware of children who:
   (a) demonstrate emotional problems,
   (b) demonstrate social problems,
   (c) truant,
   (d) demonstrate an apparent change in personality,
   (e) have been absent for an extended period?

Checkpoint:
Do you and the staff review the usefulness of the assessment procedures used? Are staff encouraged to be involved, perhaps by piloting new tests or different approaches to assessment? Are staff encouraged to assess the success of teaching styles and methodology in achieving their stated goals?

2. Record Keeping

2.1 Is there a P1-P7 policy on record keeping?

2.2 Is the record keeping:
   (a) detailed enough to record progress in skills and concept development,
   (b) relevant to continuity in development from class to class,
   (c) manageable or are the records so detailed as to be counter-productive because of the time involved in recording and reading them?

2.3 Does the system of record keeping include the passing on of samples of pupils' work?

2.4 Who is responsible for monitoring the keeping and passing on of records? Yourself? AHT?

2.5 What is the policy for passing on information from P7 to S1?

2.6 Are detailed records kept of pupils identified as having "severe and specific learning difficulties"? Are these in line with Regional document PLD7?
N.B. It should be understood that the extent to which the Learning Support teacher can help a school achieve appropriate education for all its pupils will depend very much on the type of training she/he has undergone, e.g. Remedial qualification or Diploma in Special Educational Needs (non-recorded).

1. **Assessment**

   **Purpose:**
   - to identify strengths and weaknesses - not a mark in a book.
   - to form a basis for further teaching.
   - to monitor progress and standards, in school, region or nationally.

   **Form:**
   - informal - observation, jotters etc., Q & A orally, across the curriculum.
   - criterion referenced - to assess teaching and learning, pinpoint weaknesses.
   - formal - non-standardised - to assess specific areas in an individual’s performance to construct a profile of development.
   - formal - standardised - to compare performance of an individual to peer group, to monitor against national standards.

   **Follow-up:**
   - courses of action, stated goals.
   - differentiation, adequate for all levels.
   - alternative curricula, appropriateness to pupil’s needs.

1.1 **Does your policy state which form of P1 screening will be used, and what will be done and by whom as a result of the findings?**

1.2 **Is there a statement on the purpose and place of first reading books?**

1.3 **Do your guidelines tell staff what to do with children who arrive at school able to read and count? What happens if you have an entrant with a reading age of 8 years? Presumably he/she is not treated the same as the non-readers?**

1.4 **Do your guidelines define the role of on-going informal assessment through observation of pupils at play and in their work?**

1.5 **After the P3 screening do your guidelines show the procedure to be followed by:**
   (a) yourself,
   (b) the AHTEY (if you have one),
   (c) the class teachers,
   (d) the LST?
1.6 After the Reading Tests in P5 and P7 what steps are taken by:
(a) yourself,
(b) the AHT P4-P7 (if you have one),
(c) the class teacher,
(d) the LST?

1.7 Do your guidelines show staff what to do with children who fail to register on these tests? Do you have other tests which will identify where the problems are? Who administers these tests? What follow-up work is to be done and by whom?

1.8 Do your guidelines make clear to staff that you must be made aware of children who:
(a) demonstrate emotional problems,
(b) demonstrate social problems,
(c) truant,
(d) demonstrate an apparent change in personality,
(e) have been absent for an extended period?

Checkpoint:
Do you and the staff review the usefulness of the assessment procedures used? Are staff encouraged to be involved, perhaps by piloting new tests or different approaches to assessment? Are staff encouraged to assess the success of teaching styles and methodology in achieving their stated goals?

2. Record Keeping

2.1 Is there a P1-P7 policy on record keeping?

2.2 Is the record keeping:
(a) detailed enough to record progress in skills and concept development,
(b) relevant to continuity in development from class to class,
(c) manageable or are the records so detailed as to be counter-productive because of the time involved in recording and reading them?

2.3 Does the system of record keeping include the passing on of samples of pupils’ work?

2.4 Who is responsible for monitoring the keeping and passing on of records? Yourself? AHT?

2.5 What is the policy for passing on information from P7 to S1?

2.6 Are detailed records kept of pupils identified as having "severe and specific learning difficulties"? Are these in line with Regional document PLD7?
2.7 Is there a clear distinction as to who is responsible for keeping in-depth records on this minority of pupils?

2.8 Are such records kept in a format which will provide the information required to substantiate a request for a more detailed assessment to be carried out by the school's Psychologist?

Checkpoint:
Do you make clear what is required from your Learning Support teacher by way of record keeping linked to her involvement with pupils and class teachers, in terms of:
(a) forward plans of timetabling, probably termly.
(b) pupil programmes for a few specific individuals, showing Direct Tuition involvement and in-class work,
(c) co-operative teaching - planning in detail of project work;
   - implementation - who did what;
   - evaluation - effectiveness, need for further involvement?

It is obvious that in the peripatetic situation the requirements have to be limited to the individual circumstances.

3. Curriculum, Content, Methodology and Ethos

3.1 Do you operate a minimum core curriculum with extensions and sideways steps built in?

Is it stated that the curriculum is a continuum in learning experiences rather than a series of annual stages?

Is there a clear correlation between the stated progression in curriculum content and the development of the skills and concepts embedded in that curriculum?

3.2 Is it made clear that there may be a need for alternative cognitive goals in the curriculum for some very slow learners?

3.3 Is there a clear distinction made between the needs of the slow learners and those of the pupil with severe and specific learning difficulties? What provision is made for the few very bright pupils?

3.4 Do your guidelines emphasise the need for balance across the curriculum and within each subject area?

   e.g. Listening, Talking, Reading, Writing,
   Practical - Recording activities in Mathematics.

   Is it made clear that no pupil is to be withdrawn from the aesthetic subjects for more practice in the "basics"?
3.5 Do your guidelines define appropriate organisational structures, e.g. when is a class lesson acceptable, what does the teacher do with the child who does not like working with others, respect his/her feelings all of the time, part of the time, not at all?

How is the pupil with very low levels of literacy skills to be integrated into group/class work, particularly in Environmental Studies? Similarly, how is the physically handicapped pupil to be catered for in active learning and practical sessions?

3.6 Is there a clear distinction made between remediation and compensatory approaches? Do staff know how and when to deploy either or both?

3.7 Is the curricular content appraised in terms of motivating disaffected pupils? Are staff aware that teaching methods and styles can do much to help control difficult pupils?

3.8 Is there a policy for involving the Learning Support teacher in planning appropriate curricula for specific pupils or groups? Does the policy make clear the procedures for involving the Learning Support teacher for this purpose?

3.9 Are staff and pupils conscious of the ethos you wish to foster in the school? Are all pupils valued equally in terms of provision of resources and appropriate curricula, to meet their needs in the affective and cognitive domains?

Checkpoint:
Do you make use of the Learning Support teacher's training in curriculum differentiation and development in a more general or global way? Are there other members of staff with specific training or skills which should be tapped, e.g. Diploma in Reading Development, A.U.P.E., Dip.P.S.E.(Early Years), etc?

4. Resources

4.1 How are the school's needs assessed and priorities established:
   (a) by you alone,
   (b) by management team,
   (c) by consultation with all staff,
   (d) in negotiation with other local schools for sharing of expensive resources?

4.2 How are the resources assessed before purchase?
   (a) Do you assess them for readability and possible difficulties?
   (b) Do you assess which skills the resources cover?
   (c) Do they complement existing resources?
4.3 Is there an adequate range of resources to cover all pupils at all stages of the curriculum?

4.4 Are the resources in school reviewed regularly? What happens to out-of-date text books?

4.5 Are they examined for stereotyping in sex and race?

4.6 Once resources are purchased do you have a policy to convey to staff their usefulness by means of skills/resource grids, etc?

4.7 Do you encourage the use of skills/resource grids to aid the planning of teaching?

4.8 Do staff have clear guidance on the need for forward planning in the sharing of resources by more than one class at a time?

4.9 Do you have a policy on Teacher Devised Materials? Are they critically reviewed for presentation, content, aims?

4.10 Do your guidelines emphasise the need for ‘non-childish’ resources for the older slow learning pupils? Have you identified specific resources for pupils with severe and specific learning difficulties which will not have been used at earlier stages in school?

4.11 Do your guidelines make your staff fully aware of the total range of resources available for pupils with learning difficulties?

**Checkpoints:**

Do you allocate a sufficient amount from ‘A’ allocation for buying resources necessary for meeting the needs of pupils with learning difficulties? Do you consult with the Learning Support teacher in making decisions on priorities in building up a bank of specific resources?

Are staff aware of the Learning Support teacher’s involvement in assessing and developing resources to meet the needs of pupils?

5. **Organisation**

5.1 Do teachers organise their class to ensure that the different ability levels are fully catered for?

5.2 Do you give guidance on the need for flexible groupings for different activities and purposes?

5.3 Do teachers make provision for the other groups to be working independently while they are teaching one group?
5.4 Do they include bright pupils with specific learning difficulties in literacy and/or numeracy in the top group when teaching in an oral and aural context?

5.5 Are they clear as to how they are to cater for the very few individuals who cannot work in a group for literacy and numeracy skills?

5.6 Are there clear guidelines on how and for what purposes the Learning Support teacher is to assist class teachers with planning programmes?

5.7 Are there guidelines on the various uses of Co-operative Teaching?

**Checkpoint:**

Is it clearly understood by all teachers (in your guidelines) and by pupils and parents (in your school information booklet) that the Learning Support teacher can work with any pupil (as do visiting teachers, the AHT and HT, if necessary or desirable) for a specific purpose, either short term or long term; that she is a support to class teachers as much as to individual pupils; that there is no stigma attached to her working with either?

6. **Consultation**

6.1 Are there guidelines explaining when and how often the management team will discuss each pupil with the class teacher?

6.2 Is there guidance on the procedure for class teachers asking for Learning Support Service intervention?

6.3 Is a clear distinction made between the criteria that have to be met for the Learning Support teacher to be involved with pupils in Direct Tuition in the withdrawal situation and the Co-operative Teaching situation within class?

6.4 Is time allocated regularly for consultation between Learning Support teacher and Management Team to make decisions on Learning Support deployment and for effective communication?

6.5 Do the staff know the procedure for consultation with the Child Guidance Service, with staff from Department of Special Education and other support agencies?

6.6 Is there guidance on the role of consultation with parents (in line with new procedures agreed nationally), where and when, the purpose of, time allocation, personnel involved, etc?

**Checkpoint:**

In the peripatetic situation is the Learning Support teacher able to use the Consultancy role effectively?

How can this be best achieved within the constraints of time and personnel?

(See Appendix B of PLD6.)
7. **Deployment of the Learning Support Teacher**

7.1 Is there a regular pattern and format for meetings between promoted staff and the Learning Support teacher?

7.2 Does the Learning Support teacher have a clearly defined involvement in the follow-up procedures to screening in P1, P3, ERT2, ERT3, any Maths assessment, etc?

7.3 Do all staff know what criteria they should apply before they request support for individual pupils?

7.4 Is there a policy for establishing priorities in involving the Learning Support teacher in:
   (a) different curriculum areas,
   (b) various ages and stages,
   (c) a variety of pupils, e.g. very slow learners, specific learning difficulties, 'stretching' the very able pupil, the pupils with 'special needs'?

7.5 Is there a policy on the allocation of the Learning Support teacher's time to each of the four roles, bearing in mind that it is not appropriate to allocate equal time to each, or to concentrate solely on only one role at any particular time?

7.6 How are decisions to be made on establishing priorities for Learning Support if there is insufficient time to meet the needs of all pupils deemed to require this attention? Is there a policy of blocking Learning Support time in the Direct Tuition role at the various stages of the school?

7.7 Are there criteria that have to be met before withdrawing pupils from class for individual or small group Direct Tuition from the Learning Support teacher, e.g. (a) for assessment and to monitor progress; (b) to carry out a specific remediation programme which is not best done in class situation; (c) to develop compensatory techniques of accessing curriculum to the pupil, such as developing the skills necessary for using the tape recorder as an alternative means of communication to writing?

7.8 Is it understood that the class teacher should work in co-operation with the Learning Support teacher in the planning of the purpose and content of this work in order that the pupil experiences no discontinuity in his work? Is there clear guidance on how information on the progress of this tuition is to be conveyed to the class teacher?

7.9 What are the criteria for ending a series of withdrawal sessions? Is there provision for a further session of support within the classroom if this is deemed necessary?
7.10 How are decisions to be made on using the Co-operative Teaching role:
(a) as a means to help a pupil (or group) integrate in all areas of the curriculum by developing appropriate learning strategies?
(b) as a means to help the class teacher improve her provision for all pupils in a specific curricular area (e.g. Environmental Studies, Maths, the development of Oral Skills) by providing guidance on appropriate differentiation in content and teaching methodologies?

7.11 How is provision to be made for the use of the Consultancy role? Is there time set aside in the week for urgent consultations? Are the staff aware of the purpose of the Consultancy role?

Checkpoint:
Is it made clear what the role boundaries of the Learning Support teacher are, particularly vis-a-vis those of the AHT?
Learning Support:
Within the Context of a Whole-School Policy on Appropriate Education for all Pupils in Primary School in Fife

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Learning Support: 
Within the Context of a Whole-School Policy on Appropriate Education for all Pupils In Primary Schools In Fife

1. For the attention of...

1.1 This paper is intended for distribution to all primary staff and should be the focus of discussion amongst professionals working in our schools. This covers visiting teachers and members of the Regional Psychological Service.

2. Updating of the Regional Guidelines

2.1 This paper provides an up-dated statement of the Education Authority's guidelines on the concept of Learning Support and reflects not only current national policy but experience gained since 1979.

2.2 These guidelines, addressed to the primary sector, are paralleled by similar guidelines intended for the secondary sector. This has been done in an effort to ensure greater consistency between the two sectors. This paper has to be read and understood in conjunction with the other Regional Primary Guidelines.

2.3 In addition, there are various appendices dealing with a range of related matters as follows:

Appendix A: The Roles of the Learning Support Teacher
Appendix B: Exemplars of the Consultancy and Co-operative Roles in differing situations
Appendix C: The Remit of the Area Senior
Appendix D: Pupils with Special Educational Needs in Departments of Special Education

It should be noted that the Role of the Regional Psychological Service (Child Guidance) will be covered in separate papers on the functions of this service.

3. A Brief Resume of the General Background Leading to the Present Position

3.1 The 1978 S.E.D. Progress Report "Pupils with Learning Difficulties in Primary and Secondary Schools in Scotland" identified as many as half of the school population experiencing learning difficulties at sometime and those difficulties arising from a variety of sources. The Fife position is that almost all children experience learning difficulties at some point in their school career. The traditional concept of the 'remedial' child whose pre-school home life ill-prepared him for the culture values of the school world...
was but only one source: the HMIs identified the curriculum presented, the methodology and the language used by teachers as being other major sources of learning difficulties.

3.2 The main changes called for in the Progress Report were for radical changes in, what at that time was referred to as ‘remedial education’ through:

(a) “The provision of appropriate education for the whole range of ability is and must be seen as a whole-school responsibility involving all staff. It is an area for the Management Team, under the leadership of the headteacher, to co-ordinate.” This was seen to be the fundamental issue to be resolved if schools were to provide a satisfactory education for all children.

(b) A new specialist remit was advocated for the Remedial staff. The remit was to be widened from the teacher who worked with the less able children in a group or small class situation, to a teacher with specialist knowledge of the Primary Curriculum, a wide range of teaching resources, child development, the learning process, appropriate classroom organisation, teaching strategies and methodology.

3.3 The 1981 S.E.D. publication “Learning and Teaching in Primary 4 and Primary 7” confirmed that the prevailing response to the Primary Memorandum and succeeding documents had been one of comparative disappointment with the progress made towards the ‘child-centred’ model.

3.4 The 1983 C.O.P.E. document “Education in the Eighties” reiterated the main thrust of the 1965 Primary Memorandum and the 1978 Progress Report, but went further in pointing out that the needs of the able and gifted children had been paid less attention than they should have. It was widely assumed that these children would do well enough and so too often their needs were subordinate to those of their less able classmates. They experienced frustration, sometimes to the point of fairly massive under-achievement and a variety of personal problems that a more individualised approach might have helped to avoid. It was acknowledged that there is then a wide spectrum of children with special educational needs, either of a temporary or persisting nature.

4. Fife’s Response to the Progress Report

4.1 Following much discussion at both national and local level, Fife Region declared that it had accepted the findings of the Report and was to make a major commitment to implementing the main points.

4.2 A major commitment has been made by the Region in financial terms to the supplying of resources through eight Learning Support Service Centres and in a continuing increase in Learning Support staff until today all primary schools have the services of a Learning Support teacher, even if only on a once-a-week visiting basis.
4.3 In line with national trends the term 'remedial' is rejected as it reflects outmoded concepts and attitudes on the education of pupils with learning difficulties. In File the service as a whole is now referred to as 'The Learning Support Service'.

4.4 The individual members of the staff are to be referred to as 'Learning Support Teachers'. In some of the national documents such staff are referred to as 'Learning Support Specialists'. In opting for the term 'teacher' rather than 'specialist' we in no way imply any alteration in the specialist nature of the remit, but believe that the term 'specialist' may be seen as divisive, since no other specialist teacher (e.g. drama, art, P.E., music) is referred to as such.

5. The Range of Learning Difficulties

5.1 An examination of the evidence from the survey upon which the Inspectorate's Progress Report was based, allowed the survey team to plot the main causes of learning difficulties. These included:

(i) difficulties due to a failure to master the early stages of reading and of number. (This affected a relatively small proportion of pupils beyond the middle primary years amounting, on average, to no more than one or two per cent on entry to secondary school.)

(ii) difficulties in coming to terms with concepts and with processes. (This was without doubt the most prolific source of difficulty.)

(iii) difficulties with reading skills beyond the first stages of decoding. (That is intermediate and higher order reading skills.)

(iv) difficulties arising from terminology and from other specialist language demands.

(v) difficulties due to adoption of inappropriate methodology.
    For example:
    (a) lack of appropriate pacing;
    (b) lack of chances for revision and reinforcement;
    (c) lack of time for genuine pupil-teacher discussion to explore learning difficulties;
    (d) lack of proper presentation of the curriculum, for example worksheets which the pupils find difficult to read.

(vi) difficulties due to failure to master study skills.

(vii) difficulties due to absence, broken education, or having too many teachers during a session.

(viii) difficulties due to cumulative load of work.
(ix) difficulties arising from the work having an image for the pupils inappropriate to their age and stage of development.

(x) difficulties due to failure of pupils to grasp the relevance of the work being undertaken to their needs, lifestyle and social background.

5.2 This is not intended to be a closed list, nor does it exhaust all possible sources of learning difficulties. Teachers must try to develop their own awareness of other possible sources of learning difficulties as they arise.

6. Implications for a Whole-School Approach

6.1 In the light of these findings, the Inspectorate's Progress Report concluded that the proper approach to helping pupils with learning difficulties is through the whole curriculum and that appropriate education rather than remedial education is what is required.

6.2 It is important for schools to appreciate that the class teacher has full responsibility for planning the education of all the pupils, but that there is a definite role for the Learning Support teacher in the planning of programmes and development of resources to assist the teacher in meeting the needs of all the pupils.

6.3 If appropriate teaching is given by the class teacher to the pupils, the incidence of learning difficulties should diminish. This means that the focus of the promoted staff and the Learning Support teacher should be on assisting the class teacher in getting the initial teaching right.

6.4 Thus the Inspectorate and the Education Authority both take the very firm view that any response to learning difficulties must be seen as a whole-school responsibility and should be planned and carried out on that basis. This will involve all members of the school working in co-operation.

6.5 It was agreed in 1980 that schools would need some time to evolve effective policies and practices and that in-service training would be necessary. Schools should now have an effective policy on the education of pupils with learning difficulties, have an adequate supply of resources for differentiation in the curriculum and be using group, individual and class teaching methods as appropriate.

7. The Role of Promoted Staff

7.1 The school curriculum guidelines should indicate to teachers the degree of differentiation of content and the gradient of difficulty that is expected for pupils of different abilities.
Each school should aim to have guidelines for teachers in the main areas of the curriculum. These should not simply be broad statements of principle or references to a series of text books, but should contain detailed objectives related, where possible, to a series of skills, developmental stages and appropriate teaching materials.

7.2 To establish a suitable range of resources for pupils of all abilities, has implications for the storage and retrieval of resources; who has access to which resources and decisions on the control of certain resources specific only to pupils with learning difficulties.

7.3 In all classes the accent must be on group teaching methods appropriately mixed with individual and class teaching. The pace of teaching must be chosen to suit the group or individual.

7.4 The school should have a policy on assessment, record keeping and follow-up activity. While the Head of the school has the ultimate responsibility, a team approach to assessment and selection for Learning Support should be developed in each school. The team should consist of the Headteacher and/or the Assistant Headteacher(s), the Class Teacher(s), the Learning Support teacher and, where necessary, the Educational Psychologist.

7.5 The promoted staff have a role to play in making regular independent assessments of pupils' progress and difficulties by looking at their work and taking part in their teaching. The results of this process should be used in systematic discussion of each child's progress and problems with the class teacher.

Promoted staff should, where possible, examine children's written work several times a year and have at least termly discussions with each teacher about the progress of every child in her class. Promoted staff should also ensure that they teach each child in their department on the same basis. Only in this way can there be a meaningful check on the incidence of a child's learning difficulty and meaningful discussion with the teacher about the best approach.

The results of screening tests run by the Authority should be discussed fully with the class teacher and follow-up action where appropriate should take place. All assessment and record keeping must be seen to be of value to the teacher in her approach to the child's education and should actively influence her teaching.

7.6 Record keeping is the responsibility of the class teacher, but contributions from the Learning Support teacher may be incorporated when appropriate. For a very few individuals who experience quite severe or long-term learning difficulties it would be reasonable to expect the Learning Support teacher to keep an on-going folio of assessment and remediation programmes and notes on any compensatory techniques used, copies of which should be available to all involved class teachers.
7.7 There should be a well understood system for referral of pupils to the Learning Support teacher. Much can be done during the Consultancy and Co-operative Teaching roles, but for a more detailed assessment and identification reference should be made to the promoted staff for a decision.

The Headteacher has responsibility for informing and consulting parents on any action taken and for arranging with parents' permission for the formal involvement of staff of the Regional Psychological Service through referral and review forms.

8. The Role of the Class Teacher

8.1 As part of their normal work, class and subject teachers should be able:

(i) to recognise and be sensitive to the range and diversity of learning difficulties which pupils meet;

(ii) within the curricular framework of the school, to design or select appropriate teaching programmes to match the range of pupil abilities;

(iii) within these programmes to select and deploy a suitable range of methods and resources to reduce the possibility of learning difficulties arising;

(iv) to recognise possible causes of those learning difficulties which still continue to arise within these programmes;

(v) to remedy the bulk of these themselves;

(vi) to remedy others themselves after consultation with the Learning Support teacher.

(vii) to recognise the very severe difficulties which arise from a failure to master the early stages of reading and of number so that the pupils suffering from them can be referred to the Learning Support teacher.

8.2 It is recognised that pre-service and in-service training will require to give due priority to equipping teachers to undertake these tasks.

9. The Role of the Learning Support Teacher

9.1 In keeping with the notion of a whole-school responsibility for providing an appropriate education for all pupils, including those who may experience learning difficulties, the Inspectorate’s Progress Report outlined a new, distinctive set of roles for the staff of what we now call the Learning Support Service.
9.2 The multiple roles of the Learning Support staff which have been adopted by Fife Education Authority for implementation as an integral part of the overall educational provision in each primary school are described under four main headings as follows:

(1) **Consultancy**
Acting as a consultant to other members of staff including members of the school management team (Role 1).

(2) **Co-operative**
Offering, in co-operation with class and subject teachers, supportive help to the wider range of pupils who may experience difficulties in their normal class work (Role 2).

(3) **Direct Tuition**
Providing extra, Direct Tuition in the early stages of reading and in the early stages of number to the relatively few pupils who have failed to master these basic areas of learning (Role 3).

(4) **Short-Term Support**
Providing, arranging for or contributing to other short-term services for pupils with temporary learning difficulties (Role 4).

The above roles are covered in greater detail in Appendix A.

9.3 Exemplars of the roles of Consultancy and Co-operative Teaching are given in Appendix B to this paper.

9.4 While the four headings mentioned in 9.2 above provide a summary of the new multiple roles, the actual work may include duties not specifically mentioned above. An example of this is primary-secondary liaison which is seen as being directly relevant to the work of the Learning Support Service.

9.5 Since the introduction of the multiple roles, an area of need not originally specified in these roles has emerged and now requires to be recognised. That is the need for appropriate help and support to be provided for pupils with what is termed 'severe and specific learning difficulties'. This is likely to involve the Learning Support teachers, among others, and it seems probable that help and support may be extended to such pupils through more than one of the roles. It would be for each school to determine how the Learning Support Service can best make a contribution to helping such pupils and to work out the way in which the balance among the various roles may be altered by the introduction of this new aspect of the work. (For more specific guidance see paper PLD7.)
There are three Area Senior posts. These are two year secondments on a part-time basis of two days per week, the remaining three days being spent as a Learning Support teacher in a school. Their prime functions are to support new Learning Support teachers and to organise the Learning Support Resource Centres. (See Appendix C)

10. **Balance in the Four Roles**

10.1 'Balance' does not imply an equal time allocation to each of the roles.

10.2 The balance among the four roles in any one school will obviously have to reflect the pattern of needs amongst its pupils. In some schools the need for Direct Tuition of pupils with severe learning difficulties in the processes of communication and computation will be considerable whilst in others it may be negligible. Similarly the need for the short-term support role will vary. The ability to operate the Consultative and the Co-operative Teaching roles will obviously depend on the quality, experience and training of the Learning Support teacher. Each school will therefore have to work out the balance of roles which best suits its own particular pattern of needs and the type of Learning Support staff available to it, at any particular time.

10.3 It is expected that all Learning Support staff will operate all four roles. However, it is accepted that in the peripatetic situation the Direct Tuition role will be the least satisfactory in terms of effectiveness. (See Appendix B)

10.4 Where a pupil is identified as having such severe and specific learning difficulties in the mastering of the early stages of literacy and numeracy then consideration will have to be given as to how best to meet his needs through the four roles. It is not intended that any pupil will have a continuous programme of Direct Tuition in the withdrawal situation. But it is recognised that for a specific period of time, say 6-8 weeks, his needs might best be met by daily, intensive, individual tuition. More importantly, time must also be allocated to accessing the whole curriculum to him, through the judicious use of the Learning Support teacher's time for adapting materials and selecting appropriate teaching strategies, such as the use of the BBC micro, tape recorders, Language Master, etc.

11. **Timetabling of the Learning Support Teacher**

11.1 Each primary school in Fife is provided with some Learning Support Service cover. This varies from a half-day per week visit in the peripatetic small school to a full-time teacher in a large school.
11.2 It is readily accepted that schools may not have enough Learning Support cover to meet all the needs that can be identified. It is important, therefore, that in deploying the staffing resources that are likely to be available, headteachers should work out clearly established priorities in terms of which subjects, which classes, which pupils and which members of staff the Learning Support teacher will work with over any given period of time. The guiding principle should be for Learning Support staff to work in those areas where their contribution will be most effective.

Rather than try to take on everything, they should be encouraged to direct their resources to doing those things which are a priority, which are feasible and which can be done well.

11.3 The Learning Support teacher is to be deployed in implementing the four roles with the required degree of flexibility, then the timetabling arrangements must also be flexible. Experience in most schools suggests that it is better for the Learning Support teacher to begin the new session with a timetable which is not yet fully completed. The Learning Support teacher must consult each class teacher to discover the times when it would be unsuitable for her to be in the class or withdrawing a child, i.e. during TV programmes and other visiting specialist teachers’ time. She should also consult with the management team to establish the priorities for that term, i.e. the children, the teachers, the areas of the curriculum with which she will be involved and how Consultancy time is to be achieved.

11.4 The Region recommends that the Learning Support teacher should not be timetabled for any specific duty on a Friday afternoon. This allows flexi-time for the Learning Support teacher to catch up on any outstanding piece of work such as the in-depth assessment of a child, the preparation of a specific piece of work such as taped readings or workcards, to visit the Learning Support Centre or F.E.R.C. for the making or collection of necessary resources and for attending the monthly area meetings of the Learning Support staff.

11.5 Learning Support staff should not be taken from their normal timetable to cover for staff absence, except in extreme emergency until a supply teacher can be contacted.

12. Accommodation for the Learning Support Teacher

12.1 The principal requirement is for a room or secluded area to act as the main base for the Learning Support teacher and the Learning Support resources.

The accommodation provided should be as free from auditory and visual distraction as possible and, where feasible, it should be well appointed with appropriate electrical services and pinboarding. Moveable partitions can be useful in adapting rooms to serve a variety of purposes. Resources, equipment and learning materials are important requirements if the Learning Support Service is to work to Regional guidelines and help support class and subject teachers in the creation of a curriculum throughout the school which minimises the learning difficulties of pupils.
13. The Diploma in Special Educational Needs (Non-Recorded Pupils)

13.1 The Diploma in Special Educational Needs (Non-Recorded Pupils) is designed to be the distinctive qualification course for teachers specialising in the new multi-purpose roles of the Learning Support teacher which were laid down in the Progress Report and which have been accepted for implementation by Fife Education Authority.

13.2 The course has the status of an advanced post-graduate diploma at a level considerably above that of initial teacher training. It has been approved by the Scottish Education Department, the National Advisory Committee of the Scottish Colleges of Education and the Committee for National Academic Awards.

13.3 The Diploma course has a very important part to play in ensuring that the Learning Support teachers are trained to discharge their roles effectively. Fife Education Authority expects that all staff who are nominated to attend the course will emerge with a palpable specialism to offer in each of the four roles.

14. Qualitative Implications for Staffing the Learning Support Service

14.1 It is recognised that the new multiple roles of the Learning Support staff are very much more demanding than the traditional unitary role of the former remedial teacher.

14.2 The Education Authority makes it clear that it is committed to recruiting teachers of high calibre for this important part of the education service.

14.3 As an aid to recruitment, facilities exist for teachers to be appointed or seconded to such posts on a trial basis.

14.4 The Authority reserves the right to assess each Learning Support teacher's ability to perform all four roles and where a teacher is unable to discharge any of the roles effectively that teacher would be offered a return to class teaching.
The Roles of the Learning Support Teacher

1. The Consultancy Role

1.1 There are three main strands to the Consultancy role:
   (a) with the Management Team;
   (b) with individual class teachers;
   (c) with outside support agencies.

1.2 Areas in which Learning Support teachers could exercise a Consultancy role in relation to management are:
   (i) taking part in any discussion on the formation of a school policy affecting pupils with learning difficulties.
   (ii) acting as a school focus for consultation and liaison with outside agencies on problems specific to pupils with learning difficulties. This could involve liaising with parents, with other schools at the point of pupils transfer, with Child Guidance Services and with Departments of Special Education on the special needs of any handicapped pupils integrated into normal classes.

1.3 When acting in the Consultancy role the Learning Support teacher may advise on the learning process and on the matching of the curriculum and methodology to the needs and abilities of pupils.

The point could be made that in tackling such a Consultancy role the Learning Support teacher, particularly in primary school, is entering a sphere which is already in the remit of AHTs. In no sense is there any suggestion that AHTs should have such a remit withdrawn: they will retain general oversight of any such Consultancy work. The intention is that the Learning Support teacher should be part of a Learning Support team to be deployed by the appropriate AHT or HT.

1.4 It is expected that a time allowance will be made for regular meetings between the Learning Support teacher and the Management Team so that knowledge can be shared and decisions taken on courses of action.

1.5 The Learning Support teacher will have a role to play in recommending issues for school-based in-service and may play a part in organising sessions in appropriate instances. The Diploma course trains the Learning Support teacher to fulfil this function.
1.6 Consultancy with individual class teachers should be timetabled so that the role is seen to have a status which will encourage participation in it. It is necessary for the class teachers to be freed from their class responsibilities for that period to engage in productive dialogue.

1.7 The purpose of Consultancy is to enable the class teacher to develop specific skills through tapping the expertise of the Learning Support teacher. The aim is to assist the class teacher to teach effectively the wide range of children within the class.

1.8 The class teacher should use Consultancy time to bring to the notice of the Learning Support teacher the progress, or lack of it, in the individuals concerned, and to mention any new difficulties occurring.

1.9 For a very few individuals it may be necessary for the Learning Support teacher to draw up a programme for a short period of time to enable a child to achieve progress, but it would be the responsibility of the class teacher to teach the child using the programme, perhaps backed up by some Co-operative Teaching from the Learning Support teacher.

1.10 Consultancy time will be needed for planning Co-operative Teaching, particularly when an extended piece of work such as an Environmental Studies topic is to be undertaken. Decisions will have to be made as to the aims, in content, skills and concepts to be developed, the resources to be used, including any necessary T.D.M., the levels of differentiation required for specific groups and individuals, the core teaching plans with agreement on who will be responsible for teaching what, when and to whom.

1.11 This level of Consultancy will obviously take more than one session to develop and may not be possible except in schools where there is sufficient Learning Support time and a Management Team available to give cover for such in-depth Consultancy. It may be that groups of small schools might agree to arrange visits from two Learning Support teachers on a once-a-term basis to allow CTS to be free to take part in such in-depth discussions. It should be made clear that as the staff become familiar with this way of working the time actually spent on Consultancy decreases as the class teachers’ expertise in coping with learning difficulties increases.

1.12 The Learning Support teacher is to be seen as a link person to outside agencies directly involved in pupils with learning difficulties. She should have the opportunity for regular direct contact with the Educational Psychologist particularly for follow-up to the P1 and P3 screening procedures and any other visiting specialists, such as the Speech Therapist. All written reports from such agencies should be made available to the Learning Support teacher for inclusion in her records and for taking appropriate action based on any recommendations made.

1.13 Time to consult such support agencies should be arranged in advance whenever possible to minimise disturbance to teaching time.
2. The Co-operative Teaching Role

2.1 In Co-operative Teaching extra tutorial help is offered on the normal work of the ordinary curriculum and so it tackles the whole wide range of causes of learning difficulties. By contrast Role 3 (the direct teaching of basic language and number skills) concentrates on the language and number skills which the vast bulk of pupils have already mastered.

2.2 Essentially the aim of the Co-operative role is to increase the range of teaching/learning strategies available within any one classroom.

2.3 Learning Support teachers should not restrict their attention to those pupils with the most severe learning difficulties. Such pupils can often be embarrassed if they are singled out too openly for extra tutorial help. It is useful on occasions to work with all pupils so allowing the class teacher more time to help those with more severe difficulties.

2.4 In this role the Learning Support teacher could: contribute to the design and planning of appropriate lessons and differentiated curricula, and advise on the use of supplementary support materials. spend time in discussion with pupils who had met learning difficulties so that they could probe the possible source of them. offer help with the language of the assignments. prevent the build-up of feelings of disillusionment and alienation from school by enabling less successful pupils to complete assignments and gain the satisfaction of completion.

2.5 When the Learning Support teacher has more than one school to cover the Co-operative role may have to be the dominant role for the most effective use to be made of her time.

The advantages of working within the class are:

(i) As there is little to be gained from only once or twice a week withdrawal sessions for tuition at the early stages of literacy and numeracy, Direct Tuition may be tackled in a co-operative way within the classroom by the Learning Support teacher teaching, evaluating and adapting as necessary the individual’s programme so that the class teacher may teach the child more effectively over the whole curriculum for the remainder of the week.

(ii) The class teacher is able to observe what the Learning Support teacher is doing with the few individuals who require this Direct Tuition and in this way can assimilate the skills and methodologies being used by the Learning Support teacher.

(iii) This aids the Consultancy role where the two teachers can engage in meaningful dialogue, based on a shared teaching experience, on appropriate courses of action and suitable resources.
2.6 In the case of a class teacher's reluctance over the use of certain resources, teaching methodology or strategies thus adversely affecting the education of a child then it may become necessary for the Learning Support teacher to bring this to the attention of the Management Team who will decide on appropriate action. This is one of the most delicate and difficult situations in which the Learning Support teacher has to operate. Confidentiality and trust may be harmed if great tact and diplomacy are not exercised by all concerned. It should be borne in mind that the ultimate aim is to help the class teacher teach the child more effectively and it is not intended that the Learning Support teacher be seen to be involved in making value-judgements on a colleague.

3. Direct Tuition

3.1 It is a difficult and complex task trying to determine the number of pupils who require extra help in the basic skills. It obviously varies with the stage of the school. It is higher in the primary school than in the secondary and higher in the earlier primary years than in the later.

3.2 The criterion for selection for help under this role must be that the difficulties experienced by the pupil are of such a severe nature that it is unreasonable to expect class teachers to deal with them at the same time as dealing with all their other responsibilities.

3.3 The extra help in the form of a planned individualised programme can either be offered within the classroom, by some form of withdrawal to another room, or by a combination of both methods. Each method has its own particular advantage. Help within a classroom can make use of ordinary curricular contexts whereas help offered outside the normal classroom can often deal with really severe cases without embarrassing the pupil concerned in front of his peers. The teachers involved will have to decide in each particular case which method is appropriate to the needs and ages of the pupils.

3.4 Experience has shown that with severe cases of failure to master the elementary skills of language and number the best approach to this role is to offer frequent if not daily help for short periods. Small group or individual tuition is essential, usually in a quiet withdrawal situation.

3.5 Care has to be taken in choosing what activities a pupil is withdrawn from for tuition under this role. These have to be carefully planned if the pupil is not to miss out on vital parts of a balanced education or to have his/her learning difficulties compounded by missing out key introductory lessons to new aspects of the curriculum.

No pupil should miss out on the aesthetic subjects or television programmes, through withdrawal.
3.6 The work that the pupil does during the withdrawal or Direct Tuition session must be seen to be part of the pupil's normal curriculum. It is not an extra or a substitute. He/she should not have to "make up" for the time "lost" through withdrawal, by having to complete class or group work as well as his/her own individual work.

3.7 Above all the existence of a Learning Support teacher in a school offering tuition under this role must never be allowed to generate any feeling that a teacher can then opt out of responsibility for teaching reading.

4. **Short-Term Support**

4.1 Compared to the first three roles the fourth role of offering temporary supportive services is relatively minor.

4.2 It grew out of a finding of the HMI's survey that in the remedial rooms there was almost universally a good ethos. Several schools had capitalised on this to deal with short-term problems with individual pupils. Cases were found, for example, of pupils returning to school after a family bereavement and being too upset to rejoin normal classes. The room of the Learning Support teachers provided a short-term haven. Similarly pupils returning from Special or List D schools were 'played in' to the ordinary school for a short spell with the Learning Support teacher. Children returning from a period in hospital or convalescence may need such support.
Exemplars of Consultancy and Co-operative Roles

Co-operative Teaching in a One Teacher, One School Situation

The accompanying notes illustrate four examples of successful Co-operative Teaching experiences. They are not intended as blue-prints as each situation is different. They demonstrate the Learning Support teacher's ability to strengthen and ultimately resolve a weakness* in the system by working alongside a class teacher. Through Consultancy (which cannot be inextricably divorced from Co-operative Teaching) and working with appropriate methods and resources to achieve a satisfactory outcome the Learning Support teacher can share her specialis: expertise with the class teacher and therefore eliminate the initial deficiency.

*This weakness: may be due to inadequate differentiation in the curriculum, inexperience of the class teacher (e.g. probationers), inappropriate methods/ pacing/resources etc.
## CO-OPERATIVE TEACHING

<table>
<thead>
<tr>
<th>Reasons for Involvement</th>
<th>Planning</th>
<th>Implementation</th>
<th>Evaluation</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>P6 teacher was concerned about her middle group’s difficulty with continuous writing. She felt she could not afford the time required for informal discussion prior to asking the children to write.</td>
<td>Consult with C.T. explaining the “Writing Process” by Richard Binns (also Language Arts Guidelines). Discuss the need for the children to want to write or have a reason for writing (in class 2 x 45 min. sessions for six weeks).</td>
<td>Preliminary discussion on motivation to write. Work through the “Writing Process” concentrating on ‘effectiveness’ as opposed to ‘correctness’.</td>
<td>The children benefitted from the extra in-put (especially discussion sessions). Written responses show a purpose for writing. C.T. now aware of the importance of spending time on the preliminary stages of the process. C.T. welcomed ideas for creating a stimulus.</td>
<td>Once the children are ‘au fait’ with the structure of the Writing Process, the emphasis on correctness can now be developed. (Editing/proof reading) C.T. now appreciates value of creating a stimulus purpose for writing. Therefore feels confident using this method with other groups.</td>
</tr>
</tbody>
</table>

The AHT recommended LS teacher to work with a probationary teacher whose forward plans reflected heavy emphasis on written responses to literal questions. As her topic for the term was “water” it was decided that science could play an important part in opening up the curriculum.

During Consultancy time the “Learning Through Science” cards ¥ are suggested and that perhaps two teachers would find it easier to organise experiments with water and thirty lively children!

A water tray, equipped with pump, sieve, funnels, etc., was supplied to the room.

Each week, it was decided who should take responsibility for which experiment and which group of children, sometimes working on one experiment each and exchange in children. At other times the teachers moved with the same group to the other teacher’s experiment.

A whole range of skills were covered through this approach. Observation, reporting and discussion skills, the ability to formulate questions, etc., all oral language skills were used. The C.T. and LST learned different ways of recording the discoveries from each other, e.g. (sequencing, diagrams).

The C.T. was now aware that science could be used as a vehicle to, not only develop oral and written language skills, but also to use previous mathematical skills acquired. The C.T. was now also more capable of integrating a topic or theme into the curriculum.
<table>
<thead>
<tr>
<th>Reasons for Involvement</th>
<th>Planning</th>
<th>Implementation</th>
<th>Evaluation</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>The class teacher concerned mentioned that the unit study worksheets available were not suited to the needs of the slow learners.</td>
<td>LST devised examples of worksheets/activities suitable for the PLDs. *C.T. produced her own worksheets similar to those samples. A fourth tier for the unit study was thus available. *Based on E.R.T. results and her own test results.</td>
<td>During this spell of Co-operative Teaching the teachers took turns working with different groups using the already published material and the newly devised worksheets. Extra time was available for oral language and listening skills.</td>
<td>The pupils now had work suited to their needs. The C.T. and LST assessed the worksheets according to pupil response. As the LST worked with all pupils the stigma of needing remedial help was removed (indeed was never given the opportunity to exist). C.T. had more responsibility for slow learners.</td>
<td>The worksheets which were not so successful were adapted to achieve the desired responses. The C.T. was now informed on different techniques/methods to develop the language skills being taught. These methods could be adapted when building up another unit study.</td>
</tr>
<tr>
<td>Time-scale was one term.</td>
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Following the P5 Edinburgh Reading Test (Stage 2) it emerged that quite a number of children in one class had low scores in recognition of main ideas, recall of significant detail and recall of sequence. Other pupils had individual difficulties in different areas.

Use was made of the book "Comprehension and Research Skills" to find out which books/resources were available in the school to teach the required skills. LST devised a checklist of the skills to be introduced for assessing pupil performance during the teaching programme. (See Exemplar 1 over page.)

*N.A.R.E. publication

<table>
<thead>
<tr>
<th>Resources</th>
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<tbody>
<tr>
<td>Context Reading 1</td>
<td></td>
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<tr>
<td>Scope for Reading (Intro)</td>
<td></td>
</tr>
<tr>
<td>What's Next? (FERC)</td>
<td></td>
</tr>
<tr>
<td>Using the knowledge gained from the E.R.T. results LST directed children as to which type of question or which activity to carry out, i.e. matching child to task.</td>
<td></td>
</tr>
</tbody>
</table>

This experience allowed LST to assess the materials used, e.g. the questions in "Scope" were mainly literal and inferential so LST had to adapt the follow-up activities to suit the skills being taught. The checklist allowed LST to compare the pupils' progress to E.R.T. results.

The skills which were still not acquired by some children were discussed with the C.T. Resources which should help to remedy this situation were identified. Skills/resources for developing the next stage of comprehension were discussed. Feedback to Management Team. Review language policy:
<table>
<thead>
<tr>
<th>Headings from Barrett's Taxonomy</th>
<th>Paul</th>
<th>Ross</th>
<th>William</th>
<th>Linda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall of a Sequence</td>
<td>🌟</td>
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<td>🌟</td>
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<tr>
<td>Recall of Main Ideas</td>
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<td>🌟</td>
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<tr>
<td>Recall of Details</td>
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<tr>
<td>Recall of Characteristics</td>
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<tr>
<td>Recognition of Cause/Effect</td>
<td>🌟</td>
<td>🌟</td>
<td>🌟</td>
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<tr>
<td>Recognition of Comparison</td>
<td>🌟</td>
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<td>🌟</td>
</tr>
<tr>
<td>Recall of a Sequence</td>
<td>🌟</td>
<td>🌟</td>
<td>🌟</td>
<td>🌟</td>
</tr>
<tr>
<td>Recall of Main Idea</td>
<td>🌟</td>
<td>🌟</td>
<td>🌟</td>
<td>🌟</td>
</tr>
<tr>
<td>Recall of Details</td>
<td>🌟</td>
<td>🌟</td>
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<td>🌟</td>
</tr>
<tr>
<td>Literal Comprehension</td>
<td>🌟</td>
<td>🌟</td>
<td>🌟</td>
<td>🌟</td>
</tr>
</tbody>
</table>

**KEY:**
- Blank = skill not introduced
- 🌟 = known difficulty
- 🌟🌟 = skill emerging
- 🌟🌟🌟 = skill acquired

By having this grid prepared and using the simple key it was useful to pass a copy of this to the class teacher for her to continue developing comprehension.
The Peripatetic Service

Introduction

Many schools throughout the Region have the services of a Peripatetic Learning Support teacher. Due to limitations relating to time allocation certain discontinuities in adopting the four roles set out in the HMI Report have been experienced by schools and Learning Support teachers. It would therefore seem appropriate to highlight the differences in approach which may be considered by schools in adopting a whole-school approach to meet the needs of pupils with learning difficulties in relation to the development of the Learning Support teachers.

1. Role 1 - Consultancy

1.1 It is recognised that the balance of time allocated to this role will vary according to individual school needs. In the peripatetic situation it has become evident that the consultation role needs to take precedence in order to facilitate continuity of provision for pupils with learning difficulties by the class teacher.

1.2 Consultation has to be undertaken by negotiation with the Headteacher, as a flexible rather than timetabled role.

1.3 In schools where the Headteacher is responsible for a class finding time for consultation with members of staff can be difficult, due to teaching commitments.

Examples of tried approaches are:

(i) While the Headteacher’s relief teacher is in charge of the class, Headteacher and class teachers have been released for consultation.

(ii) In extreme cases, in negotiation with Headteacher, class teacher and other visiting specialists, class teachers have been released while visiting teacher is responsible for class.

(iii) Under supervision of a teaching auxiliary children carrying out work set by the class teacher to allow consultation for a very limited spell of time.

(iv) Outwith pupil contact and preparation time by appointment where consultation with parents has been necessary.

1.4 Where a non-teaching Headteacher, by arrangement, releases a class teacher.

1.5 The adopting of a more flexible timetable as well as blocking of timetables could be considered as a vehicle to facilitate formal consultation.
2. **Role 2 - Co-operative Teaching**

2.1 Failure to develop this role fully in the peripatetic situation has occurred due to lack of time available at each of the planning, resourcing and implementation stages, as well as lack of continuity arising from limitations of time allocation.

2.2 In the peripatetic situation development of this role would seem to lie in the merging of provision for children previously helped through Direct Tuition and Co-operative Teaching, i.e. adopting a 'co-operative tuition' role.

2.3 The Learning Support teacher may profitably teach alongside the class teacher across a range of curricular situations with pupils who are experiencing temporary learning difficulties.

2.4 In undertaking 2.3 the Learning Support teacher can advise on any pupils who have difficulty coming to terms with the language and concepts of different subject areas.

2.5 Learning Support teachers can liaise with class teachers where necessary in the planning and evaluation of programmes of work for the class to take account of such pupils experiencing learning difficulties.

3. **Role 3 - Direct Tuition**

3.1 Appendix ‘C’ to the Joint Colleges Committee states, “Experience has shown that with severe cases of failure to master the elementary skills of language and number the best approach to this role is to offer frequent, if not daily help, for short periods”. Para. 7.9

In the peripatetic situation this recommendation cannot be wholly undertaken by the Learning Support teacher.

3.2 Problems in this role can also be experienced due to difficulties in selecting appropriate times to withdraw pupils so that they do not miss out on vital parts of a balanced education or have their learning difficulties compounded by missing out key introductory lessons on new aspects of the curriculum.

3.3 For these reasons it would seem more appropriate to adopt a 'co-operative tuition' approach to meet the needs of these children who previously were catered for under the Direct Tuition role in the withdrawal situation.

3.4 The criteria for selecting pupils who may benefit from Direct Tuition therefore differs somewhat in the peripatetic situation from that suggested in the HMI Report.

3.5 In consultation with Headteachers and class teachers and through informal formal assessment the Learning Support teacher will select the very few priority pupils who would benefit from individual/small group programmes in the early processes of language and computation.
3.6 In co-operation with the class teacher and other support agencies, if applicable, the Learning Support teacher should devise programmes for these pupils.

3.7 The Learning Support teacher may assist in the teaching and evaluation of the programmes, i.e. Co-operative Tuition (encompassing "Co-operative Teaching").

3.8 Experience has shown Direct Tuition in withdrawal works best in the peripatetic situation where the following criteria have been adopted:

(i) To give support to pupils under Role 4 - Temporary Support.

(ii) To diagnose difficulties in a teaching/observation situation.

(iii) For formal assessment where quiet and a period free of interruption is necessary.

(iv) Where due to extraneous factors it becomes appropriate, e.g. child's embarrassment at being singled out for attention.

4. **Role 4 - Temporary Support**

4.1 In conjunction with the Headteacher liaising with other support agencies to help class teachers with pupils being integrated into school from, for example, Special Units.

4.2 Advising on support for pupils with temporary problems.

4.3 Providing, if necessary, a "temporary haven"/time-out period to support class teachers and pupils.

4.4 Providing a counselling facility to children.
Primary Learning Support Service
Area Senior Teacher's Remit
1986

1. Maintaining a regular, part-time teaching commitment to a school.

2. The induction training of newly appointed Learning Support teachers involving in-service training sessions and support visits.

3. Co-ordinating the area resource centres:
   - making recommendations for buying of resources for display and loan;
   - organising the production and distribution of resources;
   - organising the monthly meetings of the area Learning Support teachers, overseeing the balance of input, i.e. speakers, discussions, workshop sessions;
   - assessing in-service needs of Learning Support staff and schools.


5. When a request is made by a school or other agency to give short term support to any "special case", e.g. children arriving with special needs, children whose problems reach "acute" stage.

6. Support of any Learning Support teacher on strategies for implementing the four roles or assisting with school-based in-service.

Area 1 Dunfermline and Cowdenbeath Mrs L. Irvine Dunfermline 737703
Area 2 Glenrothes, Cupar and St Andrews Mrs F. Taylor Glenrothes 751870
Area 3 Kirkcaldy, Wemyss and East Neuk Mrs R. Barker Kirkcaldy 265171

The Area Seniors can be contacted at the above telephone numbers on Thursdays and Fridays between 9.00 and 9.30 a.m.
Pupils with Special Educational Needs in Departments of Special Education

Departments of Special Education cater for pupils who have very significant learning difficulties arising from a mild intellectual impairment. Many of these pupils will have additional sensory and/or physical impairment, and/or emotional and behavioural difficulties.

Pupils coming into Departments of Special Education will have been assessed by a multi-disciplinary team. Together, the school, the Health Board, the Child Guidance Service (Regional Psychology Service) will have each contributed to a Record of Needs. Within this Record there will be a clear statement of the educational needs with respect to four main areas - Sight, Hearing and Communication; Intellectual/ Curricular; Social/Emotional; Physical/Medical. The Record of Needs helps to ensure that appropriate provision is made available to these pupils with pronounced, specific and complex needs.

It is important that pupils placed in Departments of Special Education benefit from the resources available in the whole school. Accordingly, pupils of secondary age are integrated into mainstream classes where appropriate; that is where the pupil will benefit from the learning experience being offered. In order for this to take place, a well structured procedure is implemented:

1. A pupil is identified by the D.S.E. or the subject department, as having an ability in the particular subject.

2. Consideration is given by the D.S.E. staff concerned, to the social and emotional stability of the pupil. It is important that the pupil is mature enough to cope with the demands of the new learning environment.

3. Full discussion then takes place between the subject department staff and the staff from the D.S.E. This will vary from subject to subject but consideration is given to where the pupil will be placed within the subject curriculum, the level of support required in the subject department and the degree of supplementary work which may be required in the D.S.E.

At each stage throughout these discussions, a decision may be taken to proceed or to delay the integration process. Following the pupil's placement within a subject, careful monitoring of the progress and evaluation of the work must be carried out on a regular basis.

It is likely that staff from the Learning Support Service will encounter pupils from the D.S.E. in classes which they are supporting. It is desirable that discussions with subjects departments would also involve the Learning Support staff where appropriate.
Links from D.S.E. to primary schools are beginning to be established. It is envisaged that primary age pupils may integrate into the local primary school where it is seen to be of benefit to all pupils concerned. This process will require very careful consideration and an appreciation of all the factors involved. Staff from each of these areas of education should be given the opportunity to examine the provision and the techniques currently found in each other’s schools.

Departments of Special Education should be seen as resources to the schools in which they are situated and together with the Learning Support Service and the Child Guidance Service may offer support to and advice on pupils with significant learning difficulties. Additional support and advice on the education of pupils with Special Education Needs may be obtained from the Adviser - Special Education Needs, Mrs E. Shephard, Markinch Centre.
Pupils with Severe and Specific Learning Difficulties

1. Introduction

This paper is issued to all schools. It is intended as a starter paper offering guidance on a small minority of pupils with severe and specific learning difficulties. These difficulties tend to manifest themselves predominantly in reading and/or writing although they may also occur very occasionally in number work.

The main emphasis of the work with these pupils must remain within the classroom and be applied within a framework of appropriate courses.

It may also be helpful for these pupils to be withdrawn from time to time on an individual basis within a planned programme of learning support.

The paper covers the following:
1. Target population: pupils experiencing severe and specific difficulties largely in reading and/or writing.
2. Diagnosis and Assessment.
3. Appropriate Provision.

The Education Authority will continue to develop Learning Support Services on the basis of the Inspectorate Report on the Education of Pupils with Learning Difficulties and, within this framework, meet the needs of pupils with severe, specific learning difficulties. Any Headteacher or Rector who requires further information on the guidance provided in this paper or wishes to discuss the perceived special needs of an individual pupil, should in the first instance contact Mrs Jordan or Mr Craig who have specific responsibilities in this field.

2. An Operational Definition of Pupils with Severe Specific Learning Difficulties in Reading and/or Writing

Pupils with severe and specific learning difficulties in reading and/or writing are characterised by discrepancies in their performance. They tend to be strong in some areas such as oral discussion, concept development, comprehension and factual knowledge but have very great difficulty when it comes to reading and/or writing.

A further characteristic of their condition is the persistence of their discrepant performance despite many alternative approaches to teaching them and despite good efforts on the pupil’s part. These pupils can often display much greater ability when the area of their specific difficulty is by-passed.
As with other difficulties, specific learning difficulties can range on a continuum from mild to very severe, from temporary to life-long. They can, in addition, be combined with a range of other difficulties which make planning for provision more complicated. This paper is concerned with those pupils who have long-term, severe and specific learning difficulties, and where a problem in processing information is seen as the primary cause of the difficulty.

3. Diagnosis of the Severity of a Specific Learning Difficulty

In assessing how severe a specific learning difficulty is, three basic questions may be asked.

(i) How great is the discrepancy between the pupil’s impaired skills and other evidence of ability?
(ii) How well do the pupils respond to remedial input?
(iii) What is the range of skills impaired by the difficulty?

To identify a pupil with a severe and specific processing difficulty, therefore, it is not enough just to know that certain areas of performance are poorer than we might expect: pupils can make slow progress in reading and writing for a variety of reasons. Similarly, not all processing difficulties result in debilitating learning difficulties: only those which persist despite an appropriate individual programme of help and only those which significantly affect the children’s ability to demonstrate what they can do across a spectrum of the curriculum can be said to be learning difficulties which are severe and specific. In order to make an accurate diagnosis, therefore, to confirm that what underlies the difficulty in learning is a difference or problem in the way in which the pupil processes information, details should be collected in at least the following four areas:

(i) A family history of possible learning difficulty and a developmental history of the pupil: this involves detailed discussion with the pupil’s parents or guardians and can also involve observations from different stages at school.

(ii) A differential assessment of the range of the pupil’s abilities and skills: this involves the parents, the class teacher, the learning support staff and where relevant the educational psychologist and other specialists, e.g. speech therapist, physiotherapist. A clear pattern of strengths and weaknesses should emerge that is relatively similar from one assessment to the next, and the pupil’s learning should follow certain developmental progressions.

(iii) An assessment of the pupil’s rate of progress given appropriate remedial intervention: this involves documenting and evaluating the approaches tried and keeping careful records of pupil progress.
(iv) An assessment of the interaction between the pupil’s learning difficulties and any social, emotional or behavioural difficulties which the pupil may experience: this, too, involves ongoing contact with the home, as well as knowledge of the pupil in a range of circumstances in school. Secondary problems arising out of frustrations with learning difficulties are not uncommon for these pupils.

4. Some Observable Features of Pupils with Severe and Specific Learning Difficulties.

Pupils who have severe and specific learning difficulties as a result of some medical factor (e.g. following meningitis) can vary considerably. Individual assessment will highlight the specific areas of difficulty and help to define the range and extent of the pupil’s educational needs.

Pupils of lower ability, including certain pupils in Departments of Special Education, can still experience specific processing difficulties which require the dual approach of help in the area of difficulty, and help in by-passing the problem, in order to benefit from a wider curriculum.

Pupils with severe and specific learning difficulties may have no evidence of a specific physical cause underlying their problems in learning. There may be certain features in common between pupils, but even within this group it should be stressed that there is still considerable variation, and not all of the features may be expected to be present in each particular case. Some of the characteristics of pupils with specific learning difficulties are as follows:

(i) There may be other members in the pupil’s family circle who have specific difficulties with reading and writing.

(ii) As an infant, the child may be rather slow to develop spoken language.

(iii) Some pupils may have a history of being rather clumsy; their handwriting may be poor.

(iv) Early difficulties in developing language and difficulties remembering a string of instructions may be due to a very short span of short term memory (this may be true, even though the youngsters have an extremely detailed and accurate long term memory). Such a difficulty shows itself as an inability to remember a string of digits which has just been given. The difficulties can be most marked in the early years of schooling: with appropriate teaching, progress in serial symbolic learning can be quicker from the age of 8 or 9.

(v) In the early years of schooling, the pupils may have marked difficulties with sequencing, order and direction. They may persistently reverse or muddle letters, syllables and even words when reading, writing and occasionally when speaking. Spelling in particular, may be bizarre, with frequent letter reversals, and inversions and jumbling of syllables.
When slightly older, pupils may read aloud slowly and make frequent mistakes, yet understand and recall a good deal of the gist of a passage.

As can be seen from the list, pupils with severe and specific difficulties can be plagued by different problems at different stages of their schooling. Certain types of learning which can be difficult at a particular developmental stage may become easier later on. In addition, the very curriculum and styles of teaching will change as the pupil progresses through school. Thus in the early years of schooling, pupils who have specific difficulties in reading and/or writing may find the acquisition of phonics for reading and memory of whole words difficult to master. It is at this point that the 'symbolic' nature of written language seems hardest to handle, yet ironically this is the stage in teaching where most emphasis is placed on mastering the symbolic code (i.e. read each word accurately). Later on there will be greater scope to read for meaning and to extract information despite occasional errors - both areas where these pupils can experience success.

Pupils with specific learning difficulties may have more than just a problem with reading. Even at the pre-school level they may not be able to remember what they have just heard as efficiently as other children, and so may be somewhat slower in developing language. There will be early difficulties encountered with reading, but by the age of 8 or 9 greater progress may be possible, and it is not uncommon by the time of secondary schooling for such pupils to have mastered sufficient working skills in reading to be able to cope with most of the material presented. Closer examination shows that they still read slowly and make many errors if asked to read aloud, but are good at pulling the information from the passage. Spelling is a different story. It is also a different task, requiring not the extrapolation of sound or meaning but the careful and accurate reproduction of a specific sequence of letters, corresponding to a specific sequence of sounds. Early attempts at spelling may appear bizarre with occasional reversals not just of letters but syllables. While progress is made over the years in developing basic word attack skills and a basic vocabulary of known words, the rate of progress cannot match the fact that spelling demands are becoming increasingly complex with each stage of schooling, especially since the pupils have no special difficulty expanding their oral vocabulary. This can make for problems in written language: either the pupils write freely, using interesting vocabulary but littering the text with errors; or they play safe, restricting both the words used and the quality of the expression. By the stage of secondary schooling it is often only by separating out the processes of spelling and written language production (e.g. extensive drafting and redrafting; using a scribe or a tape recorder) that these pupils can do justice to their understanding of the topic.

For all pupils with specific learning difficulties, therefore, there is a tension between the need to offer a developing programme of support in the area of difficulty and the need to offer a means of bypassing the problem in order to let the pupil take full and free part in the curriculum. A possible analogy is with the student recovering from a serious knee operation. If he is to walk again, he will
need regular physiotherapy to strengthen the required muscles, but also rest so as not to overstrain them; if he is to keep in touch with his friends and his studies, he will need a wheelchair to help him get around. Just how much he can walk in a day and how badly he still needs the wheelchair will depend solely on the rate and level of his progress.

Much of the discussion hitherto has focused on the concept of learning ‘difficulty’ - problems to be ameliorated. There are also those, however, who prefer to talk of pupils with specific learning difficulties as those who simply have an individual difference in learning style. They do not learn through quite the same routes as their classmates, so a range of approaches to classroom instruction will be most effective (e.g. don’t teach reading exclusively through phonics if the pupil has particular difficulty in mastering phonics skills). One suggestion is that if special help can be given to these pupils from early on in school in seeking to develop their own particular strategies of learning, then the need for ‘remediation’ of specific difficulties at a subsequent stage may be reduced.

5. **Principles and Procedures for Identification and Provision**

Some principles which underlie identification and provision for pupils with severe and specific difficulties.

(i) **Identify Early**

It is important that such difficulties are picked up as early as possible in a pupil’s schooling. Firm and final diagnosis may not be possible in the infant department (since an important part of the assessment includes the pupil’s response to different types of teaching intervention) but this does not stop the framing of alternative hypotheses in order to learn as much as possible about the pupil’s difficulties. For example, a teacher may be uncertain whether a P2 boy who is sharp and verbally competent but poor at reading is:

(i) merely slow to start to read, or

(ii) has specific difficulties with reading and/or writing.

If (i) applies, then, in the course of the year, and with increased exposure to books and stories, he should take off with reading, and once started progress along familiar developmental lines, making errors which are usual for beginning readers, but managing to remember much of what he has learned from one session to the next. If (ii) applies, the picture as the year progresses will be in marked contrast: the gulf between oral answering and reading may be as marked at the end of the year as at the beginning, specific lessons on phonics, sight vocabulary or spelling may have to be repeated because so little is retained, difficulties may become apparent with the visual or auditory processing of verbal material, despite a considerable input of teaching.
Identifying the type of difficulty as early as possible is important for:

(a) understanding how the pupil learns;
(b) selecting appropriate teaching approaches;
(c) looking for ways to broaden the pupil's participation in the curriculum;
(d) selecting the pace of teaching.

(ii) Involve the Parents

It is important that parents are involved in the process of assessing the child's learning difficulties from an early stage. Not only is information from home highly relevant (how interested the child is in books, stages of language development etc), but parents themselves can have grave worries about the implications of possible learning difficulties for the child's future development. If a dialogue is opened early with the parents, then they can be both reassured that if problems were to persist, attempts can be made to bypass the difficulty (e.g. the use of a reader and/or scribe) while being helped to see that difficulties are not fixed and the picture can change significantly as the pupil progresses through school. For this reason, no one should be encouraged to apply a single label to the child's difficulties, as if to imply from an early stage that the picture is set.

(iii) Offer Ways of Participating Widely in the Curriculum

A pupil with specific difficulties in reading may become frustrated with a diet of early readers. Opportunities to interact with more complex story lines, whether through listening tasks or assisted reading tasks will be important even from an early stage in order to foster an interest in text and in reading for meaning. Similarly with written language: amongst other methods children learn about composing through the experience of composing and occasional practice with scribes or tape recorders may need to be incorporated into the classwork of those whose spelling difficulties would otherwise hinder their chance to achieve sufficient fluency. Aids such as typewriters and microprocessors can also be useful in circumventing particular difficulties for certain pupils; the principle applies throughout primary and secondary schooling that special arrangements should be offered where they are necessary to enable the pupil to demonstrate the knowledge which is being assessed.
(iv) **Offer a Clear Programme of Tuition in the Area of Difficulty**

The balance between ‘remediation’ and ‘compensation’ will vary from pupil to pupil, from difficulty to difficulty and with the stage of schooling. For example, a pupil with specific learning difficulties affecting writing skills may need, at the start, a very specific teaching programme designed to establish the basics of spelling (sound-symbol correspondence, a basic sight vocabulary, habits of scanning from left to right, training in visualisation, in studying a word and writing from memory, etc).

Such pupils may then progress to a spelling programme which offers a structure for selecting and studying new words, tied closely to their personal vocabulary needs in writing. By the stage of secondary school it may depend on the pupil’s level of motivation and determination whether or not to continue with a narrow study of spelling. For some, the priority will shift to establishing ways of coping with demands for written work in each of the subject departments. Other pupils, having established to their own, and to their teachers’, satisfaction what they can do with extensive use of a scribe or tape recorder, may return with a request for specific help with spelling, having isolated this as the single remaining area of difficulty. Thus, how the pupils view their difficulties and how widely they can encounter success in other areas of their studies will have a bearing on decisions concerning the balance between remediation and compensation in the programme of each individual.

Such decisions require regular review as the pupil progresses through school.

6. **Management and Organisation**

The sub-paragraphs below refer to procedures within individual sectors. However, there is an underlying assumption that parents, Child Guidance and additional support agencies will be fully consulted in order to assist with the diagnosis at an early stage.

(a) **Primary Schools**

If a pupil with severe and specific learning difficulties is identified within the primary school, the first person to raise questions will be the class teacher. The Management Team must be alerted to the need for further assessment, and they and the class teacher will confer with the Learning Support teacher to draw up an appropriate programme of work for the pupil, based on the results of assessment and involving clearly formulated short-term objectives. Through monitoring the pupil’s progress and using both informal and formal assessment, a profile of the
pupil's strengths and weaknesses will be compiled. A list of formal assessment tools which can be used by schools in the identification of pupils with severe, specific learning difficulties is provided in Appendix 1.

(b) Secondary Schools

It is anticipated that most pupils with severe and specific learning difficulties will have been identified prior to transfer to secondary school. Where questions arise after transfer, however, it may be a subject teacher or the Learning Support staff who first query the nature of the pupil's difficulties. The senior member of staff must be informed, and Learning Support staff requested to undertake a fuller assessment, involving both formal and informal investigation and necessitating close liaison with the pupil's subject teachers. The same process of programming and evaluation should be followed. Because of the more complex organisation of the secondary school it is important that a key member of staff (Learning Support and/or Guidance) is able to monitor performance across a range of subject departments, and that there is some consistency across subjects in the strategies offered to the pupil to bypass difficulties. If a scribe or tape recorder is needed for assessments, this should be introduced at an early stage to allow the pupil to develop necessary skills in the approach, and certainly before the critical exams in S2 which can influence a pupil's subject choice. Such arrangements would be supervised by the Learning Support staff, answerable to the appropriate Member of the Senior Promoted Staff who carries special responsibility for this area.

Decisions about the specific arrangements for external examinations should be made wherever possible prior to the start of the course in S3, so that when the case is made to the examiners at the start of S4 this becomes largely a formality. The pupil, parents, Learning Support Service, guidance and the educational psychologist should all be involved in these discussions.

(c) Departments of Special Education

The process of identification will be the same as for primary schools. Thereafter, regular monitoring by the school will be necessary to update the programmes of work, and to revise methodology and teaching strategies in the light of the pupil's progress. Schools should keep a formal record of those children identified as having severe and specific difficulties, and for each of these children a portfolio should be compiled which accompanies the child from class to class and which can be passed to the secondary school at the stage of transfer. The portfolio should include:
(i) records of assessments, programmes of work, evaluation of progress, comments on the pupil's responses etc., clearly dated and labelled for developmental comparison and for ease of future reference;

(ii) samples of the pupil's work, labelled and dated, produced under different conditions (for example, for a pupil who has specific problems with spelling, samples of writing produced with assistance of a scribe, tape recorder or unassisted).

(d) **Transfer to Secondary School**

It is important that full information about a pupil's strengths, weaknesses and strategies for handling learning are passed from the primary to the secondary school.

Within the secondary school there must be a senior member of staff who keeps a formal record of all pupils identified as having severe specific learning difficulties and who oversees provision within the school. This should be the same Member of the Senior Promoted Staff whose remit includes responsibility for working closely with the Learning Support Service. An identified pupil should be assigned to a particular member of the Learning Support team whose job it becomes (along with the pupil's guidance teacher) to collate the information from the primary school, liaise with the pupil and the pupil's parents in deciding on the appropriate patterns of support in S1, and liaise with subject teachers, both to share information and to monitor now the pupil is coping.

(e) **Transfer from Secondary School**

Further liaison may be required at the stage where the pupil leaves school. With the permission of the parents and the pupil, the school should pass to the Careers Officer a clear statement of the pupil's specific difficulties, together with details of any special arrangements made in examinations. Where relevant, such details should be available to be passed to a College of Further Education.

7. **Conclusions**

As stated in the Introduction, this paper is designed to supplement aspects of policy and practice on Learning Support Services and must be viewed within the context of appropriate curricula and whole-school policies. It is intended that the contents of the paper will be amplified through in-service training.
Suitable Tests for Use in School

**Neale Analysis of Reading Ability**
pub. Macmillan
(Suitable for pupils with reading skills above 6 year level.)

**Tests:** Rate of Reading
Word Recognition (in context)
Recall and Comprehension

**Edwards Reading Test**
pub. Heinemann
(Suitable for pupils with beginnings in reading skills.)

**Tests:** 100 most frequent words
Word Recognition (no context)
Word Recognition (in context)
Recall & Comprehension (reading aloud)
Recall & Comprehension (listening)
Recall & Comprehension (reading silently)
Speed of Reading

**Aston Index**
pub. LDA
(Suitable for non-readers.)

**Tests:** Vocabulary
(picture recognition words)
Visuo motor skills
(draw a man, copy designs)
Word Recognition
(Schonell 1971 norms)
Spelling
(Schonell copying name, freewriting)
Laterality (inc. grapho motor test)
Visual Sequential Memory
(pictures: symbols)
Auditory Sequential Memory
(digits forward & reversed)
Sound Blending
Sound Discrimination
Letter Recognition in sentences

**Daniels & Diack**
*Standard Reading Tests*
pub. Hart, Davies
(Suitable for pupils with beginnings in reading skills.)

**Tests:** Reading (using phonic skills initially)
Copying
Visual Discrimination (rights/lefts)
Auditory Discrimination
Word Recognition (using phonic skills)
Prose Reading & Comprehension
Spelling

**Thackray Reading Readiness Tests**
pub. University of London Press
(Suitable for non-readers.)

**Tests:** Vocabulary
Auditory Discrimination
Visual Discrimination
Draw a man
Schonell Diagnostic & Attainment Testing
pub. Oliver & Boyd
(Suitable for pupils with beginnings in reading skills.)

Tests: Word Recognition
Reading & Comprehension
Phonic Analysis & Synthesis
Directional Attack on Words
Spelling (parallel forms)
Grammar
Punctuation
Vocabulary
Sentence Construction

Schonell Essentials in Teaching & Testing Spelling
pub. Macmillan

Graded Dictations

GAP (Primary)

Reading & Comprehension
cloze procedures)

GAPADOL (Secondary)
pub. Heinemann

Tests word recognition

Burt Word Recognition Test
(1974 revision)

Words in sentences

Salford Reading Test
(pub. Hodder & Stoughton)

Words in sentences

Holborn Reading Test
pub. Harrap

Burt Inglis Spelling Test

Diagnostic Spelling Test
pub. NFER Nelson

Tests:
Homophones
Common words
Proof reading
Letter strings
Nonsense words
Dictionary use
Self concept
Dictation

Bangor Test
pub. L.D.A.

Highlights the same difficulties as the Aston Index, but is applicable at all ages.

Margaret Peters
Diagnostic Spelling Test

Dictated passages for pupil to write, at 3 graded levels, a marking grid reveals the extent and types of errors.
Follow-up work suggested.
iRI (Informal Reading Inventory)  
As per instructions in Fife Language Arts Guidelines, a very useful diagnostic instrument.

Bowman Reading Test  
Silent reading test of use of contextual cues, can differentiate between semantic and syntactic abilities.
Resources Suitable for Learning Support

This list which is an update on the 1981 version has been set out in such a way that schools can use it as a skills/resources checklist for materials which are already in school. Space is provided within each section for the addition of titles which schools may have over and above those on the list.

It is not a definitive list, but a selection of the resources that are widely used and deemed to be the most helpful.

As with all resources they have their uses, but are no substitute for teaching; simply part of a programme for any individual pupil.

The resources have been categorised into the various skills areas, although many are relevant to more than one area.

When purchasing material, it is important to select according to age/interest level as well as skill level. The NARE A-Z list gives advice on this in relation to books. Much of the LDA material is suitable for a wide age range, although some of it is designed specifically with older learners in mind. Since some schools are already using LDA material, as part of the Infant programme, schools should decide individually which LDA resources they will incorporate into the general language programme at the early years, and which they will reserve for use with older pupils who are having problems with these early skills.

It is essential that schools clearly identify the materials already being used in the Infant Department with all the children. This will ensure that no children in the upper school will be given the same 'Infant Material' again at a later stage.

Many of the resources included in this list can be seen at the Learning Support Service centres which operate a loan system for Learning Support teachers. The Learning Support teachers should give feedback as to the appropriateness of the resources and make suggestions for items to be added.
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Every publisher's catalogue has a selection of phonic workbooks. Use the NARE book "Phonic Resource Book" to build up a selection of phonic resources to cover the whole spectrum of phonics.
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See also Computer Discs Catalogue - FERC.

There are very many spelling books, but for children who have difficulty in learning to spell it is more important that they find a method which works for them and that they work on a few words of one pattern at a time, that they practice writing the words and that the words are ones they will want and need to use in their everyday writing. Teaching and discussion are most important for these children.
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It is very difficult to find good reference books with a low RA but a higher interest age. To allow a pupil access to such information materials can be taped or he can work in mixed-ability groups where someone else can act as reader.
<table>
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<tr>
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<th>Title</th>
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<td>Number and Maths</td>
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<td>Schoolhouse Maths 1-3</td>
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<td>Peak Maths</td>
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<td>Ginn Maths</td>
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<td></td>
<td>1,2,3 Go (Aileen Duncan)</td>
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<td>Maths Support Sheets</td>
<td>Learning</td>
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<td>Number Sheets for Slow Learners</td>
<td>FERC</td>
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<td></td>
<td>Practice sheets from spiritmasters</td>
<td>FERC</td>
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Very many of the spiritmasters on maths and number skills are run off and available at low cost in FERC.
### Most Common Reading Schemes for Less Able Readers

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<th>R.A.</th>
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<td>5.0 - 7.5</td>
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<td>Rescue Series</td>
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<td>5.0 - 9.0</td>
<td>Rewards Beauties Echoes</td>
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<td>Fuzz-buzz</td>
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<td>Flightpath to Reading A-D</td>
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<td>Roundabouts A-E</td>
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<td>The Johnny Black Stories</td>
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<td>Starpol</td>
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<td>Sound Sense Stories</td>
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<td>Winners</td>
<td>10 - 14</td>
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<td>5.5 - 8.0</td>
<td>Breakthrough to Literacy</td>
<td>5 - 9+</td>
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<td>Collins</td>
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<td>Brick Street Boys</td>
<td>7 - 12</td>
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<td>6.5 - 9.0</td>
<td>Ginn Trend (only a few are suitable for P7)</td>
<td>12 - 16</td>
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<td>7.0 - 9.5</td>
<td>Short Plays for Small Groups</td>
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<td>7.0 - 8.0</td>
<td>Monster Books</td>
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<td>Bangers and Mash</td>
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<tr>
<td>6.0 - 8.5</td>
<td>Detectives</td>
<td>7 - 11</td>
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<td>6.5 - 8.5</td>
<td>Nippers</td>
<td>6 - 13</td>
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<td>Methven</td>
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<td>7.0 - 9.0</td>
<td>Jim Hunter Books</td>
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<td>Lively Readers</td>
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<td>Help &amp; First Helpings</td>
<td>9 - 14</td>
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<td>Oliver &amp; Boyd</td>
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<td>7.0 - 8.5</td>
<td>Reading to Some Purpose Books 1, 2 &amp; 3</td>
<td>7 - 14</td>
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<td>OUP</td>
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<td>7.0 - 9.5</td>
<td>Oxford Graded Reading</td>
<td>9 - 14</td>
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<tr>
<td>6.0 - 8.0</td>
<td>Take Part (plays)</td>
<td>6 - 12</td>
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<td>Ward Lock Ed</td>
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**Kits**
- Super A and Super AA
- Remedial Reading Workshop
- Reading 6-10
- Reading Routes Blue Box

**With Cassettes**
- Illustrated Classics | 8 - 14 | LDA
## Assessment and Diagnostic Tests

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<tr>
<th>Skill Area</th>
<th>Test</th>
<th>Publisher</th>
<th>Age Range</th>
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<tbody>
<tr>
<td><strong>Pre-Reading</strong></td>
<td>Thackray Reading Readiness Profile</td>
<td>Hodder and Stoughton</td>
<td>-5 - 12+</td>
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<td></td>
<td>Aston Index</td>
<td>LDA</td>
<td>-5 - 12</td>
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<td></td>
<td>Look Handbook and Workbooks, Worksheets and Profile Sheets</td>
<td>Macmillan</td>
<td>-5</td>
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<tr>
<td><strong>Phonics</strong></td>
<td>Get Reading Right and Test Sheets (Jackson)</td>
<td>Gibson</td>
<td>All ages</td>
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<td>Domain Phonic Checklist</td>
<td>O &amp; B</td>
<td>All Ages</td>
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<tr>
<td><strong>Auditory and Listening Skills</strong></td>
<td>The Quality of Listening, Learning</td>
<td>Macmillan</td>
<td>Pr.6 - S1</td>
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<td></td>
<td>Thro’ Listening. Cassette A, Teacher’s Manual and Spiritmaster. Schools</td>
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<td></td>
<td>Council Oracy Project (A. Wilkinson)</td>
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<td></td>
<td>Assessing Reading Difficulties: A Diagnostic and Remedial Approach (Lynette Bradley)</td>
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<td></td>
<td>See Edwards Reading Test below</td>
<td>Heinemann</td>
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<tr>
<td><strong>Concept of Print</strong></td>
<td>Sand and Stones (Marie Clay)</td>
<td>Heinemann</td>
<td>5 - 7</td>
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<td><strong>Spelling Test</strong></td>
<td>Diagnostic and Remedial Spelling Manual and Record Sheet (Margaret Peters)</td>
<td>Macmillan</td>
<td>7+ - 11</td>
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<tr>
<td></td>
<td>For a spelling age, but not diagnostic, use can be made of Daniels &amp; Diack, Schonell, Burt etc.</td>
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<td>5 - 12+</td>
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<td>Ways and Means 2: Children with Learning Difficulties (Ric Taylor)</td>
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<td><strong>General and Reading Tests</strong></td>
<td>See in “A Review of Reading Tests”</td>
<td>NFER/Nelson</td>
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<td>Vincent et al</td>
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<td><strong>Cloze</strong></td>
<td>Bowman Test of Reading Competence</td>
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<td>Gap Reading Comprehension Test</td>
<td>Heinemann</td>
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<td>Gapadol Reading Comprehension Test</td>
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<td>Word Search (Godfrey Thomson Unit)</td>
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<td>Cloze Reading Test</td>
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<td>Edinburgh Reading Tests 1,2,3</td>
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<td>New Macmillan Reading Analysis</td>
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<td>The Macmillan Diagnostic Reading Pack</td>
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<td>5+ - 8+</td>
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<td>Neale Analysis of Reading Ability</td>
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<td>Daniels &amp; Diack Standard Reading Tests</td>
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<td>Edwards Reading Tests</td>
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<td>Richmond Test of Basic Skills (including Maths) Levels 1-3</td>
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<td>Quest (including Maths)</td>
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<td>Primary Reading 1 &amp; 2 (N France)</td>
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<td>Charteris Reading Test</td>
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<td>Progress Tests in Maths 1, 2 &amp; 3 (Roy Hollands)</td>
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<td>Quest (see above)</td>
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<td>Leicester Number Test</td>
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<td>Nottingham Number Test</td>
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<td>Number Activities and Games</td>
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<td>Children Play Maths</td>
<td>M Holt</td>
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<td><strong>Language</strong></td>
<td>A Place for Talk</td>
<td>J Tough</td>
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<td>Listening to Children Talking</td>
<td>J Tough</td>
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<td>Talking for Teaching &amp; Learning</td>
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<td>Assessing Language Development</td>
<td>OUP 1980</td>
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<td></td>
<td>(A Wilkinson et al)</td>
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<td>Assessing Children's Language (NATE)</td>
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<td>Language, Reading &amp; Learning</td>
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<td>(Asher Cashdan)</td>
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<td>Language Development and the Disadvantaged Child (Galen Downes)</td>
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<td>The Early Detection of Reading Difficulties. Marie Clay</td>
<td>Heinemann 1981</td>
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<td></td>
<td>Reading Problems: Identification and Treatment. Peter Edwards</td>
<td>Heinemann 1978</td>
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<td></td>
<td>Reading Difficulties in School</td>
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<td>Reading &amp; Writing for the Child with Difficulties. Clark &amp; Glynn</td>
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<td>(See list for NARE &amp; Centre for Reading over page.)</td>
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<td>Spelling: Caught or Taught - M Peters</td>
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<td>Spelling: Understanding Children's Spelling. J Barr</td>
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<td>Teaching Spelling. Mike Torbe</td>
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<td>Helping Children with Learning Difficulties. Denis H Stott</td>
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<td>Children with Specific Learning Difficulties. Tansley &amp; Parkhurst</td>
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<td>Teaching Children with Learning Difficulties. R Gulliford</td>
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<td>Remedial Education: Guidelines for the Future. Gains &amp; McNicholas</td>
<td>Longman</td>
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<td>Helping the Clumsy Child. McKinlay</td>
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### Teachers' Reference Books (Basic List*) (cont'd)

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<td>* A Classroom Index of Phonic Resources</td>
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<td>* Comprehension &amp; Study Skills</td>
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<td>* Identification &amp; Intervention:</td>
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<td>School-based Approaches</td>
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<td>Pearson &amp; Lindsay</td>
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<td>* Identification of Learning Difficulties</td>
<td>NARE</td>
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<td></td>
<td>- A Model for Intervention</td>
<td>(now only in</td>
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<td>Wolfendale &amp; Bryant</td>
<td>sub-sections)</td>
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<td>Record Keeping</td>
<td>Recording Individual Progress.</td>
<td>Macmillan</td>
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<td></td>
<td>J Foster</td>
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</table>
Useful Less Well Known Publishers

Drake Educational Associates
St Fagan's Road
Fairwater
CARDIFF
CF5 3AE

R Gibson
17 Fitzroy Place
GLASGOW
G3 7BR

Holt, Finehart & Winston
1 St Anne's Road
EASTBOURNE
BN21 1BR

Learning Materials Ltd
Dixon Street
WOLVERHAMPTON
WV2 2BX

Marshall Cavendish Corporation
School and Library Division
58 Old Compton Street
LONDON
W1V 5PA
Tel: 01-734-6710

NFER/Nelson
Darville House
2 Oxford Road East
WINDSOR
Berks
SL4 1DF

Pictogram Supplies
Barton
CAMBRIDGE
CB3 7AY

Ward Lock Educational
47 Marylebone Lane
LONDON
W1M 6AX

NARE
Central Office
2 Litchfield Road
STAFFORD
ST17 4JX

Centre for Teaching of Reading
University of Reading
29 Eastern Avenue
READING
RG1 5RU
ST. Columba's H.S.
Learning Support Services.

REFERRAL SHEET

PUPIL'S NAME: ____________________________
CLASS: ____________________________

REASONS FOR REFERRAL: (Please see the note overleaf for guidance in deciding on a referral).

LANGUAGE SKILLS

Reading

Oral ____________________________

Comprehension ____________________________

WRITING

Written Work ____________________________

Handwriting ____________________________

Spelling/Punctuation ____________________________

TALK

MATHEMATICAL SKILLS

PRACTICAL SKILLS

OTHER COMMENTS

SIGNED: ____________________________

SUBJECT: ____________________________
REFERRAL/DIRECT TUITION PROCEDURES

Primary/Secondary Liaison
Referrals from subject teachers
Guidance and outside agencies
LSS shadowing classes

Identification of pupils with learning difficulties

Pupils assessed by LSS

Decision taken either to offer direct tuition or support in class

Class profiles indicating distribution of referrals across all subjects prepared for LSS and Guidance

Decisions communicated to individual subject teachers and guidance

Discussions held with proposed direct tuition pupils and their parents where possible

Direct tuition begins

Continuous assessment

REVIEW OF PROVISION

Monitoring of support in class
Formal D.T pupils' assessment
Formal feedback from sub.teachers
Consultation with Guidance
Basic Number Screening Test

(Forms A and B)

Manual

prepared by

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and

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CONSTRUCTION OF THE TEST

Two parallel forms (A and B) are provided so that children can be re-tested with a minimum of practice effect. Since the instructions are identical for both forms and scores are equivalent, both forms can be used at the same time, e.g. by alternate children in a class to reduce the effects of copying. Each form consists of thirty items: fifteen number concept items and fifteen number skill items. ‘Number concept’ items cover such things as place value, series, grouping, conservation for ‘equivalence’; ‘number skill’ items are designed to sample the understanding of the processes involved in basic computation rather than the ability to do complicated ‘sums’.

Test scores are converted into Number Ages which represent the average performance of children at the various age levels. Age norms are seen as the most meaningful way of expressing scores on a wide-ranging test such as the present one, despite their technical limitations.

STANDARDISATION OF THE TEST

The test was standardised on a total of 3042 children in the age range 7y. 6m. to 11y. 6m. in the city area of Nottingham which was used previously for the standardisation of the Leicester and Nottingham Number Tests, where the norms obtained have been found satisfactory. The standardisation took place at the end of February and the beginning of March, 1976, half-way through the school year.

Reliability

A very realistic estimate of reliability was obtained by correlating children’s scores on the separate forms A and B administered one week apart. The Pearson product-moment correlation coefficient was +0.93.

Validity

Since the test directly samples the attainments it is measuring (i.e. it does not presume to be measuring a hypothetical ‘ability’), validity is assumed not to be a serious problem. However, as a check on this assumption, in one school teachers were asked to rate the children in their class on a seven-point scale before the administration of the test; these ratings were subsequently correlated with the test scores. The correlations obtained (Spearman’s rho) averaged +0.82 — very satisfactory for this type of measure.

GROUP ADMINISTRATION OF THE TEST

The test is untimed, putting much responsibility on the judgment and sensitivity of the teacher who gives it. It is possible to be too sensitive about allowing sufficient time, with the consequence that the pace of the test slackens, loses momentum and some children become restless. The guiding principle is to avoid causing unnecessary anxiety by hurrying and to allow just enough time for those children who are clearly capable of writing an answer.

Since the test covers a wide age-range, the first few items can be taken quickly with older children, whilst younger children will need more time all the way through. Children in the age-range 7 to 8 years (first year juniors) can stop at the bottom of page 3 since their chances of succeeding on any items on page 4 are slight, unless standards are exceptionally high.

It is easier if the test is given with someone else present in addition to the teacher who is reading the instructions.

All possible precautions should be taken to avoid copying — bearing in mind that it is normal and acceptable practice where children work in ‘mixed ability’ groups and the less advanced children expect help from those who have made more progress. Apart from asking children to work on their own, opportunities for copying can be limited by spacing them well apart, grouping them according to similar estimated attainment (if this is possible) and placing those children most likely to copy into that they can be easily supervised. However, the most effective way of limiting copying is by giving the parallel forms A and B to alternate children in the class, since the instructions are identical.

All children with hearing or sight difficulties should be placed near the front of the class or group.

No rulers are needed, but spare pencils or ball point pens should be available.

In a standardised test it is obviously important that the wording of the instructions should not be significantly altered or added to; each instruction should be read as naturally as possible, without improvisation or reliance on memory.

Repeat instructions if necessary, but without changing them.

GROUP INSTRUCTIONS

(Individual instructions are given on page 13).

We are going to do a number test.

We shall all do each part at the same time but I want you to work on your own without helping anyone else and without asking anyone else for help. I want to see what you can do on your own.

When you’re doing the test you might put down an answer you want to change because you think it’s wrong. If you do, make your change clear.
row C There you have a large box with lots of trees in it. (Pause.)
You draw lines round them to put them into groups of seven
then write the number of trees left over in the small box at
the end. (Pause for working.)

row D In the first part you have a sum with its answer. (Pause.)
Below it you write two different pairs of numbers which
added together give the same answer. (Pause for working.)
Still in row D is a sum. (Pause.) Look carefully at the sign,
work out the answer and write it down. (Pause for working.)

row E There you have the drawing of a bar of chocolate. (Pause.)
Suppose your mother says that you can break off a quarter of
it to eat. Shade in a quarter of the chocolate bar, to show what
you’ve eaten. (Pause for working.)
Still in row E are two sums. (Pause.) Look carefully at
the signs and write the answers in. (Pause for working.)

Go to page 3

row F Here you have two sums. (Pause.) Look carefully at the signs
and work out the answers. (Pause for working.)

row G First you have a four figure number. (Pause.) Put a big line
down through the figure which stands for hundreds. (Pause for
working.)
At the end of row G is a number beside an empty box. (Pause.)
In the box write the figure which stands for the tens. (Pause
for working.)

row H There you have rows of sums. (Pause.) The numbers in them
follow on in a special pattern. (Pause.) Look carefully at them
and in the missing numbers. (Pause for working.)
Still in row H is a sum. (Pause.) Work out the answer and write it
down. (Pause for working.)

row I First is a sum. (Pause.) Look carefully at the sign and write the
answer in the box. (Pause for working.)
Still in row I is a group of numbers. (Pause.) They have been
chosen in a special way to follow a pattern. (Pause.) You write
what the next number in that pattern should be. (Pause for
working.)

row J First is a big number against an empty box. (Pause.) In the box
write the number that comes next – the number that comes
straight after it. (Pause for working.)
Still in row J is a sum. (Pause.) Work it out and write down the
answer. (Pause for working.)
row K  First you have a sum. (Pause.) Work it out and write down the
answer. (Pause for working.)
At the end of row K is a big number between two empty boxes.
(Pause.) In these boxes write the number which comes just
before this one and then the number which comes just after it.
(Pause for working.)

AT THIS POINT THE TEST CAN BE DISCONTINUED WITH CHILDREN IN
THE AGE-RANGE 7-8 YEARS (FIRST YEAR JUNIORS) BUT GIVE INSTRUCTIONS ABOUT GOING BACK AND FINISHING OFF.

Turn over to page 4

row L  Here you have a drawing to show how a unit can be divided
into equal parts. (Pause.) First is the unit and then it is divided
into equal parts: fractions have been written in. (Pause.)
Next it is divided into even smaller equal parts. (Pause.) You
write in the fractions to show what those parts are. (Pause for
working.)
Still in row L is a sum. (Pause.) Look at the kind of sum it is
and work out the answer. (Pause for working.)

row M  First you are shown how a number is made up of ten plus
some units. (Pause.) Look carefully at how it is done and then,
in the same way, show how the number below it is made up.
(Pause for working.)
Still in row M is a sum (Pause.) Find the answer. (Pause for
working.)

row N  There you have two circles. (Pause.) The first one has a half
shaded in and against it is written 'a half'. (Pause.) You write
in the box next to the other circle what part of that one is
shaded in. (Pause for working.)

row O  There you have a decimal sum. (Pause.) Set it out in the space
below and work out the answer. (Pause for working.)
Still in row O, find the answer to the sum. (Pause for working.)

row P  Here you have a group of numbers. (Pause.) They follow a
special pattern. (Pause.) You write what the next number in
that pattern should be. (Pause for working.)

REPEAT INSTRUCTIONS, IF NECESSARY.

Now we've finished the test, but if any of you want to go back and
finish off something you had to leave because we moved on, you can do
so now, but I can't give you the instructions again.

MARKING

The number of marks must be awarded as indicated with no half marks
being allowed. Credit can be given for obvious intention, such as a tick
close to the correct shape in row B and only one fraction instead of all
of them in row L. Alterations must be clearly indicated for a mark to
be given. If more than one answer is shown, give no mark. The small
diamond shapes at the end of each row can be ticked to record correct
answers and the total can be entered in the larger diamond at the
bottom of each page ready for transferring to the front cover.

Reversals

Some children, usually the younger ones, will make occasional reversals
of individual figures, e.g. 'C' for '3': such errors in all cases are accepted.
Errors of reverse order (e.g. '12' when the correct answer is '21')
are not penalized if the child at that stage is at the lower end of
the age-group, it is suggested that errors of reverse order be allowed
only on page 2, where appropriate.
### SCORING KEY: FORM A

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<thead>
<tr>
<th>Page</th>
<th>Marks</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
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<td>1+1</td>
<td>40, 41</td>
</tr>
<tr>
<td>B</td>
<td>1+1</td>
<td>□ □ ✔</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>D</td>
<td>1+1</td>
<td>Any two of 2+4, 6+0, 0+6, 3+3, 5+1, 1+5 (not 4+2)</td>
</tr>
<tr>
<td>E</td>
<td>1+1+1</td>
<td>□ □ □</td>
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*Page Totals:* 20 70 10

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<td>1+1</td>
<td>28</td>
</tr>
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<td>G</td>
<td>1+1</td>
<td>38</td>
</tr>
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<td>H</td>
<td>1+1</td>
<td>153</td>
</tr>
<tr>
<td>I</td>
<td>1+1</td>
<td>6</td>
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<td>J</td>
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*Page Totals:* 279/281 (order important) 12

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</tr>
<tr>
<td>M</td>
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<tr>
<td>N</td>
<td>1</td>
<td>(\frac{1}{5})</td>
</tr>
<tr>
<td>O</td>
<td>1+1</td>
<td>12.36 (decimal point necessary)</td>
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*Page Totals:* 88 r 2 (accept a decimal answer) 8

| P    | 1     | 7       |

*Total:* 30

### SCORING KEY: FORM B

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<td>1+1</td>
<td>49, 50</td>
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<td>B</td>
<td>1+1</td>
<td>□ □ ✔</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>1+1</td>
<td>Any two of 2+5, 7+0, 0+7, 6+1, 1+6, 4+3, 3+4 (not 5+2)</td>
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<tr>
<td>E</td>
<td>1+1+1</td>
<td>□ □ □</td>
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*Page Totals:* 20 60 10

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<td>H</td>
<td>1+1</td>
<td>15, 28</td>
</tr>
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<td>1+1</td>
<td>5</td>
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<td>J</td>
<td>1+1</td>
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*Page Totals:* 459/461 (order important) 12

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<td>(\frac{1}{5})</td>
</tr>
<tr>
<td>M</td>
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<td>100 + 20 + 7 (order not important)</td>
</tr>
<tr>
<td>N</td>
<td>1</td>
<td>(\frac{1}{6})</td>
</tr>
<tr>
<td>O</td>
<td>1+1</td>
<td>13.16 (decimal point necessary)</td>
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*Page Totals:* 86 r 4 (accept a decimal answer) 8

| P    | 1     | 9       |

*Total:* 30
NUMBER AGE NORMS

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<tr>
<td>26</td>
<td>11y. 9m.*</td>
</tr>
<tr>
<td>25</td>
<td>11y. 6m.</td>
</tr>
<tr>
<td>24</td>
<td>11y. 3m.</td>
</tr>
<tr>
<td>23</td>
<td>11y. 0m.</td>
</tr>
<tr>
<td>22</td>
<td>10y. 9m.</td>
</tr>
<tr>
<td>21</td>
<td>10y. 6m.</td>
</tr>
<tr>
<td>20</td>
<td>10y. 3m.</td>
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<tr>
<td>19</td>
<td>10y. 0m.</td>
</tr>
<tr>
<td>18</td>
<td>9y. 9m.</td>
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<td>17</td>
<td>9y. 6m.</td>
</tr>
<tr>
<td>16</td>
<td>9y. 3m.</td>
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</table>

* These scores were obtained by simple extrapolation.

INDIVIDUAL INSTRUCTIONS

I want you to do this number test for me (GIVE THE CHILD THE TEST FORM).

You see where it says 'NAME' and 'CLASS'? You write them in.

(Pause.)

We're going to do this test a part at a time and before each part I'll tell you what to do. You can take as much time as you need to work out the answers; don't worry if you can't do some of them — nobody can do them all.

When you're doing the test you might put down an answer you want to change because you think it's wrong. If you do, make your change clear.

(DEMONSTRATE ON A PIECE OF PAPER.)

For example, if you want to change a number you've put down, cross it out clearly like this (X 39 or X 4) and put the correct number near it. Don't try to write over a number, like this (29).

You do the same if you're asked to put a line through a number and you decide you've put it through the wrong one (X 6); cross the wrong one out clearly.

If you don't cross out the wrong answer I shan't know which one to mark — so cross out the wrong one in the way I've shown you.

When I tell you to shade something in, do it like this (///) with straight lines, because that's the quickest way.

We're going to start by practising on the ones you can see at the bottom of the page.

You see row Y (POINT TO IT).

There you have a box with lots of apples in it. (Pause.) You draw lines round them to put them into groups of three. The first group is done for you. (Pause for working.)

Go to row Z. First there are three shapes. (Pause.) You shade in the biggest one. (Pause for working.)

Still in row Z is another box — a long narrow one — with some numbers in it. (Pause.) You put a line down through the smallest number. (Pause for working.)

(GIVE HELP IF YOU SEE IT IS NECESSARY.)

From now on I can't give you any help.

Turn over the page and find row A on page 2.

(FROM THIS POINT CONTINUE WITH GROUP INSTRUCTIONS AS ON PAGE 7.)
Basic Number Screening Test

W. E. C. Gillham and K. A. Hesse

<table>
<thead>
<tr>
<th>NAME</th>
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<table>
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<th>For completion by the teacher</th>
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<tr>
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<td>Date of Birth</td>
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<td>Age (in years and completed months)</td>
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<tr>
<td>4</td>
<td>2</td>
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<tr>
<td></td>
<td><strong>Total 16</strong></td>
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Number Age 9y 6m

---

Y

---

Z

---

3 7 4 2 9
A \[37, 38, 39, \boxed{40}, \boxed{41} \] \[9 - 5 = \boxed{4}\]

B \[\begin{array}{ccc}
| & | & |
|---|---|---|
\end{array}\begin{array}{ccc}
\checkmark & | & |
|---|---|---|
\end{array}\begin{array}{ccc}
| & | & |
|---|---|---|
\end{array}\]

C \[\begin{array}{ccc}
\text{Tree} & \text{Tree} & \text{Tree} \\
\text{Tree} & \text{Tree} & \text{Tree} \\
\text{Tree} & \text{Tree} & \text{Tree} \\
\text{Tree} & \text{Tree} & \text{Tree} \\
\end{array} \]

D \[4 + 2 = 6\]
\[\begin{array}{c}
3 + 3 = 6 \\
5 + 1 = 6
\end{array}\]

E \[5 \times 4 = \boxed{20}\]
\[23 + 47 = 610\]
A 37, 38, 39, 40  L1  9 - 5 = 4

B

C

D 4 + 2 = 6
   3 + 3 = 6  5 + 1 = 6

E 5 \times 4 = 20

46

23

\frac{23}{23}

\frac{23}{23}

23

\frac{23}{23}

47

610

page total 8
<p>| | | |</p>
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<td>$7 \times 4 = \boxed{28}$</td>
<td>$44 - 6 = \boxed{37}$</td>
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<tr>
<td><strong>G</strong></td>
<td>$3040$</td>
<td>$186$ $\boxed{6}$</td>
</tr>
<tr>
<td><strong>H</strong></td>
<td>$9 \times 14 = 126$</td>
<td>$48$</td>
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<td></td>
<td>$9 \times 15 = 135$</td>
<td>$205$</td>
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<td></td>
<td>$9 \times 16 = 144$</td>
<td>$+ 367$</td>
</tr>
<tr>
<td></td>
<td>$9 \times 17 = \boxed{153}$</td>
<td>$\downarrow$</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>$30 \div 5 = \boxed{5}$</td>
<td>$28, 22, 16, 10, \boxed{4}$</td>
</tr>
<tr>
<td><strong>J</strong></td>
<td>$469$ $\boxed{468}$</td>
<td>$(8 \times 8) + 2 =$</td>
</tr>
<tr>
<td><strong>K</strong></td>
<td>$1240$</td>
<td>$- 187$</td>
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<tr>
<td></td>
<td>$\boxed{053}$</td>
<td>$279$ $\boxed{280}$ $\boxed{251}$</td>
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</table>
M

15 = 10 + 5

$$136 = \frac{100}{\frac{1}{2}} + \frac{30}{\frac{1}{5}} + 6$$

O

$$1.52 + 10.36 + 0.48$$

$$8 \sqrt{706}$$

P

56, 28, 14, 8
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<td></td>
<td>+ 81</td>
<td>+ 50</td>
<td>+ 191</td>
<td>/ 61</td>
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<td></td>
<td>367 ✓</td>
<td>556 ✓</td>
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<td>368</td>
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<td></td>
<td>+ 175</td>
<td>+ 180</td>
<td>+ 322</td>
<td>+ 61</td>
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<td></td>
<td>568 ✓</td>
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<td>+ 184</td>
<td>+ 26</td>
<td>+ 49</td>
<td>+ 62</td>
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<td></td>
<td>707 ✓</td>
<td>302 ✓</td>
<td>295 ✓</td>
<td>433 ✓</td>
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</table>

Well done
much neater
1. 625. There is a 6 in the 100's column
2. 252. There is a 5 in the 10's column
3. 2518. There is a 5 in the 100's column
4. 450. There is a 4 in the 1000's column
5. 2353. There is a 3 in the 10's column
6. 6225. There is a 6 in the 1000's column
7. 3627. There is a 3 in the 1000's column
8. 5352. There is a 5 in the 10000's column

✓
Exercise 1

Copy and complete these sentences.

1. $625$ There is a __ in the 100's column.
2. $525$ There is a __ in the 10's column.
3. $2518$ There is a __ in the 100's column.
4. $4105$ There is a __ in the 1000's column.
5. $2353$ There is a __ in the 1's column.
6. $6225$ There is a __ in the 1000's column.
7. $3027$ There is a __ in the 1000's column.
8. $5352$ There is a __ in the 1000's column.
1. 6400  2. 78006  3. 4826  4. 3818
- 308  - 354  - 175  - 277
---  ---  ---  ---
382  452  351  341

5. 3225  6. 5807  7. 4546  8. 817
- 261  - 150  - 266  - 270
---  ---  ---  ---
164  457  280  537

9. 3850  10. 918  11. 756  12. 3460
- 175  - 320  - 40  - 180
---  ---  ---  ---
160  598  240  280

12/12 Excellent Work
Subtraction

Subtraction workcard 1

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Subtraction workcard 2

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Subtraction workcard 3

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Subtraction workcard 4

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Exercise 2

1. There are 23 people on a bus and 17 get off. How many are left?
2. A match box holds 40 matches, and 23 are taken. How many are left?
3. There are 32 sweets in a box. If 15 are eaten, how many are left?
4. There are 41 pupils in a room. If 9 pupils leave, how many are left?
5. A lorry contains 100 boxes. If 43 are unloaded, how many are left?
6. Clare has 65p. She spends 18p. How much has she left?
7. A shop-keeper has 125 apples. He sells 19 apples. How many has he left?
8. Mary has 74 buttons in a tin. She takes out 9. How many are left?
9. There are 52 cards in a pack. If you removed 21, how many are left?
10. Roger has 107 comics. He gives 38 away. How many has he left?
page 21
workcard 7

1. 3525  2. 56465  3. 3660  4. 25 32
   -2415    -1400    -2360    -1416
     1310    5105    1300    1126

5. 6850  6. 9683  7. 8876  8. 6915
   -4536    -6017    -5163    -2965
   2314     3616     3673     4350

9. 4 684  10. 6752  11. 3815  17. 6891
   -2340    -1156    -1056    -3285
   2364     5576     2884     3376

excellent
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**Exercise 3**

1. Take one from 100.
2. Take 90 from 100.
3. Take 5 from 50.
4. Take one from 200.
5. Take 10 from 100.
6. Take 10 from 300.
7. Take 100 from 1000.
8. Take 50 from 600.
9. Take 5 from 200.
10. Take 55 from 500.
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HPL done
2. 30p is the same as £0.30 ✓
3. 60p is the same as £0.60 ✓
4. 20p is the same as £0.20 ✓
5. 80p is the same as £0.80 ✓
6. 50p is the same as £0.50 ✓
7. 70p is the same as £0.70 ✓
8. 40p is the same as £0.40 ✓
9. 10p is the same as £0.10 ✓
10. 30p is the same as £0.30 ✓

ex ii.
5. 9p is the same as £0.09 ✓
4. 5p is the same as £0.05 ✓
5. 1p is the same as £0.01 ✓
6. 6p is the same as £0.06 ✓
7. 16p is the same as £0.16 ✓
8. 7p is the same as £0.07 ✓
9. 13p is the same as £0.13 ✓
10. 61p is the same as £0.61 ✓
11. 2p is the same as £0.02 ✓
12. 4 p is the same as 0.04 ✓
13. 8 p is the same as 0.08 ✓
14. 16 p is the same as 0.16 ✓
15. 25 p is the same as 0.25 ✓
16. 61 p is the same as 0.61 ✓

very good work
well done
One pound is the same as ten 10p pieces.

10p is one tenth or 0.1 of a pound.

Exercise 10
Copy and complete these sentences. The first one has been done for you.

1. 90p is the same as £0.90
2. 30p is the same as £0.30
3. 60p is the same as £0.60
4. 20p is the same as £0.20
5. 80p is the same as £0.80
6. 50p is the same as £0.50
7. ... p is the same as £0.70
8. ... p is the same as £0.40
9. ... p is the same as £0.10
10. ... p is the same as £0.30

One pound is the same as one hundred 1p pieces.

1p is one hundredth or 0.01 of a pound.
3p is three hundredths or 0.03 of a pound.
13p is thirteen hundredths or 0.13 of a pound.

Exercise 11
Copy and complete these sentences. The first two have been done for you.

1. 7p is the same as £0.07
2. 23p is the same as £0.23
3. 9p is the same as £0.09
4. 5p is the same as £0.05
5. 8p is the same as £0.08
6. 6p is the same as £0.06
7. 16p is the same as £0.16
8. 27p is the same as £0.27
9. 43p is the same as £0.43
10. 61p is the same as £0.61
11. ... p is the same as £0.02
12. ... p is the same as £0.04
13. ... p is the same as £0.08
14. ... p is the same as £0.16
15. ... p is the same as £0.35
16. ... p is the same as £0.61
8 o'clock
half past 9
3 o'clock
half past 8
half past 1
10 o'clock
half past 12
4 o'clock
half past 3
half past two  
seven o’clock  
half past four  

half past ten  
half past five  
one o’clock  

nine o’clock  
half past nine  
six o’clock
Mathsute book 2

ex 3

1. \(-\frac{19}{45}\) minutes

ex 4.

1. 20 minutes
2. 15 minutes
3. 25 minutes
4. 50 minutes
5. 40 minutes
Minutes

Exercise 3

1. Rupert took part in a car rally. Clock A shows the time when he started. Clock B shows the time when he finished. How many minutes did he take?

2. Miranda went to her science lesson. Clock A shows when the lesson began. Clock B shows when the lesson finished. How many minutes have passed?

How many minutes have passed between the times shown?

3.  

4.  

5.  

6.  

7.  

8.  

Exercise 4

1. Tom left for school at 8 o’clock. He arrived at 20 minutes past 8. How long did it take him?

2. Mary started her exercises at ‘10 past 4’ and finished at ‘25 past 4’. How long was she doing her exercises?

3. Mum started making tea at ‘10 to 4’ and finished at ‘15 minutes past 4’. How long did it take her to make tea?

4. Dad started washing the windows at 3 o’clock and finished at ‘10 to 4’. How long did it take him to wash the windows?

5. A television programme started at ‘5 past 6’ and finished at ‘5 to 7’. How long did the programme last?
Basic Number Screening Test

W. E. C. Gillham and K. A. Hesse

NAME

SCHOOL

CLASS

---

For completion by the teacher

**Date of Test**

**Date of Birth**

Age (in years and completed months) 12y 3m

**Number Age** 12y 3m

---

**Y**

---

**Z**

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A  37, 38, 39, \(\square\) 40, 41  9 - 5 = 4

B  

C  

D  

E  

\[5 \times 4 = 20\]

\[23 + 47 = 70\]

*page total* 10
F  \[7 \times 4 = 28\]  \[44 - 6 = 38\]

G \[3040\]  \[186\]  \[8\]

H \[9 \times 14 = 126\]  \[9 \times 15 = 135\]  \[9 \times 16 = 144\]  \[9 \times 17 = 153\]  \[48\]  \[205\]  \[367\]  \[6520\]

I \[30 \div 5 = 6\]  \[28, 22, 16, 10, 6\]

J \[469\] \[470\]  \[(8 \times 8) + 2 = 66\]

K \[240\]  \[-187\]  \[163\]  \[279\]  \[280\]  \[281\]
L

\[ \begin{array}{cccc}
\frac{1}{3} & \frac{1}{3} & \frac{1}{3} \\
\frac{1}{6} & \frac{1}{6} & \frac{1}{6} & \frac{1}{6}
\end{array} \]

5 \) 600

M

\[ 15 = 10 + 5 \]

\[ 136 = \boxed{100} + \boxed{30} + \boxed{6} \]

\[ \times 8 \]

\[ \overline{2640} \]

N

\[ \frac{1}{2} \]

\[ \frac{1}{5} \]

O

\[ 1.52 + 10.36 + 0.48 \]

\[ \begin{array}{ccc}
1.52 \\
10.36 \\
+ 0.48
\end{array} \]

\[ \overline{12.36} \]

P

56, 28, 14, \boxed{7}
THE BOOKLETS

The booklets for years 1 and 2 are specially designed for individual work, but there is plenty of scope for other teaching methods. This flexible, booklet-based structure offers many benefits:

- allows for a wide variety of teaching and learning styles: mixed ability or set; individual work, group work or whole-class lessons.
- enables each pupil to work directly at an appropriate pace and take more responsibility for her/his own learning.
- frequent completion of booklets gives pupils a rewarding sense of achievement.

Topic areas

The booklets are subdivided into five topic areas:

- number
- algebra
- graphs
- space
- statistics

For ease of use, each topic area has a different coloured cover.

The levels

There are four levels of booklets. Pupils need a satisfactory understanding of one level's work before going on to the next. But the levels are not linked to chronological age. Some pupils need not work through all of Level 1 and will have completed Level 4 by the end of two years; others may still be working on Level 2, having worked through all or most of Level 1.

Within the levels

The main course booklets within each level are grouped in two parts: (a) and (b). Extension booklets (e) are provided in Levels 2, 3 and 4.

This plan of Level 2 is an example of how the topic areas and parts (a) and (b) and (e) are organised.

The marginal difference in difficulty between (b) booklets and (a) booklets is not so great as to prevent pupils from doing some (b) before (a). However, booklets linked by a red line in the diagram should be done in order, though probably not straight after one another.

(e) booklets are for pupils who would find little difficulty with the corresponding (a) and (b) booklets. They are not designed to be worked through as a block, but as challenging material to be used as appropriate.

Titles, contents and prices

For a full list of booklet titles, contents and prices, see page 10.
31.10.90  Ratio

C1 2:1
   a) The ratio of sheep today is 4:1.

C2 3:2, white  ✓
   b) The ratio of white to red is 2:3  ✓
     The ratio of red to white is 1:1  ✓

C3 a) 4 girls to each boy  ✓
     b) 6:4

C4 a) 6 bags to each girl  ✓
     b) 6:1 ✓

C5 5:8 ✓

C6 4:10 ✓

C7 a) 16:5
     b) 5:2  ✓
     c) 20:5
     d) 15:5
     e) 16:4  ✓
     f) 12:6 ✓

Now simplify these ratios.
C1. There are 6 sheep and 2 dogs in this picture.

C2. Count the red flowers and the white flowers. The ratio of red to white is 1 to 1.

C3. There are 24 girls and 6 boys in a class.

C4. In another class there are 5 girls and 30 boys.

C5. On a pond there are 4 ducks and 8 ducks.

C6. On another pond the ratio of ducks to ducks is 6 to 1.

C7. There are 7 ducks. How many ducks are there?

(a) Write the ratio of black beads to white beads in each picture. Find the ratio of black beads to white beads.

(b) Write: The ratio of red to white is...

(c) Each red flower.

(d) How many white flowers go with each red flower.

(e) How many flowers equally between the red flowers.

(f) Share the white flowers equally.

(g) Count the red flowers and the white flowers. The ratio of red to white is...

(h) Write: The ratio of sheep to dogs is...

(i) How many sheep go with each dog.

(j) Share the sheep equally between the dogs.

(k) The ratio of boys to girls is...

(l) Write: The ratio of boys to girls in one class is.

(m) How many boys go with each girl.

(n) This time share the boys equally between the girls.

(p) Make ratios simpler.
1) \[ P = (5, 3) \] 
\[ G = (3, 5) \] 
\[ R = (0, 4) \] 
\[ S = (2, 0) \] 

2) Use a ruler next time!

3) \[ U = (0, 3) \] 
\[ C = (2\frac{1}{2}, 2\frac{1}{2}) \] 

WV and RS and TV!
(a) Chapel hill
   North farm
   Samborst farm
   Chapel hill

```
5/

A B
A' B'

C D
C' D'

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<tr>
<td>B (3,3)</td>
<td>B' (5,4)</td>
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<td>C (3,1)</td>
<td>C' (5,2)</td>
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<tr>
<td>D (0,1)</td>
<td>D' (2,2)</td>
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(6)
The co-ordinates of F are ...

Write: Letter F.

Mark the point which is at

Join 10 C and D to A.

Letter D.

a rectangle. Mark the fourth corner.

A, B and C are three corners of

Join 4 to B and C.

A, B, 3, 5, B, 3, 5, C, 3, 0.

Mark these points.

and up from 0 to 6.

Draw a grid. Go across 0 to 6.

Draw another grid. Go across 0 to 6 and

Join up to P, Q, R and S.

You need squared paper.

6

4

2

0

-1

-2

-3

-4

-5

-6

1

2

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4

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3

4

5

6

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6
01 4+ ✓

02 a) ? + ? + 3 = ? + 7 ✓
   b) ? = 4 ✓
   \[4 + 4 + 3 = 4 + 7\]
   \[12 = 14\]

   b) 14

   b) 35

Take 2 ? from each side
\[? + ? + ? + 3 = ? + ? + 17\]
\[? + ? + 3 = 17\]
\[(-3) \quad (-3)\]
\[? + ? = 14\]
\[? = 7\]

Now try D4 and D5
\[ 35 = ? + ? + ? + ? + 3 \]
\[ 32 = ? + ? + ? + ? \]
\[ \text{bj} \ ? = 8 \checkmark \]

\[ 17 = ? + ? + 5 \]
\[ 12 = ? + ? \]
\[ \text{bj} \ ? = 6 \checkmark \]

do it well
D 
Writing balance puzzles

(a) Write out the puzzle.
(b) What number does ? stand for?

Here is another balance with gold bars on it.

17 here

10

5

D2
(a) ? + ? + 3 = ? + 7
(b) Each bottle weighs 4 kg.
So ? stands for 4.
Write ? = 4 underneath the puzzle.

D3
(a) Write down this puzzle.
(b) What number does ? stand for?

The tins all weigh the same. Each tin weighs 2 kg.

D4
(a) Write down this puzzle.
(b) What number does ? stand for?

Each sack weighs the same.

D5
Here is another balance with gold bars on it.

35 here

10

10

10

5

Here's a short way to write the puzzle.

We can write the puzzle in words like this.

Here is a balance puzzle.

We write ? instead of 'weight of bottle'.

+ + + = + + 3

Each bottle weighs the same.

So each ? stands for the same.

What is the weight of a bottle?

? + 7 = + + 3 = ? + 7

? = 4

Write the answers to balance puzzles in this way.

(a) Copy the short way of writing the puzzle.

(b) Each bottle weighs 4 kg.
So ? stands for 4.
Write ? = 4 underneath the puzzle.