Breaking Barriers to Learning in Primary Schools

An integrated approach to children's services

Pat Hughes

Routledge

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Breaking Barriers to Learning in Primary Schools takes an expert and informative look at the Integrated Children's Services agenda in practice in today's primary schools and examines the ways in which an increasing number of different professionals help to improve children's life chances. The author examines the roles of those employed directly by the schools themselves, for instance learning mentors, teaching assistants and those employed in health or social work and other agencies, such as school nurses, educational social workers, study support workers, school attendance workers and educational psychologists. A final section looks at the work of volunteers and consultants.

Through an exploration of how each individual helps break down barriers to children's learning, this book:

- Examines the growth and development of the children's workforce
- Provides a broad and integrated view of the wider school network
- Explores the roles of individuals within the school workforce
- Makes links to Every Child Matters and Extended Schools initiatives
- Provides evidence of breaking down barriers, through interviews and studies with those working at the heart of integrated schools
- Presents an analysis of recent statistics relating to children's lives
- Gives practical advice for good practice throughout.

An essential text for all those working in education and in training to become part of this wider school network, this book takes into account the findings of the recent Primary Reviews, government data and original research to fully explain how to build, maintain and successfully work with today's primary children. It is an excellent text for Foundation Degree students, as well as those studying education studies and those training to be teachers.

Pat Hughes is Senior Lecturer at Liverpool Hope University, teaching on undergraduate and postgraduate initial teacher training courses, as well as more generic undergraduate and postgraduate Education Studies courses. She is a course leader for a Master's Level Course in Integrated Children's Services and is also a Non-Executive Director of a Primary Care Trust (NHS), which operates in a local authority where both health and social care share budgets. The authority is recognised nationally as a leader in this field of partnership.

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Abbreviations

A&E	Accident and Emergency
ACPC	Area Child Protection Committees
ADD/ADHD	Attention Deficit (Hyperactivity) Disorder
AfL	Assessment for Learning
AFL	Assessment for Literacy
ALPS/alps	Accelerated Learning in Primary Schools
ALS	Additional Literacy Strategy
APP	assessment for pupil progress
ARCH	Action Rights for Children
ASB	Anti-social Behaviour
ASD	autism spectrum disorder
BECTA	British Educational Communications Technology Agency
BEST	Behaviour and Education Support Team
BIP	Behaviour Improvement Project
BIP	Behaviour Intervention Plan
BSF	Building Schools for the Future
BST	Behaviour Support Teacher
CACE	Central Advisory Council for Education (England)
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CAST	Central Agency Support Team
CEOP	Child Exploitation and Online Protection Centre
CoRT	Cognitive Research Trust
CP	County Primary or Community Primary
CPAG	Child Poverty Action Group
CPD	continuing professional development
CRB	Criminal Records Bureau
CSI	Crime Scene Investigation
CVA	Contextual Value Added
CWDC	Children's Workforce Development Council
CWN	Children's Workforce Network
CYPAN	Children and Young People's Area Network
CYPP	Children and Young People's Plan
DCSF	Department for Children, Schools and Families from 2007 (replacing DfES Department for Education and Skills)

DH	Department of Health
DT	Design Technology
EAL	English as an additional language
EALSEN	children with EAL who also have SEN
ECM	Every Child Matters
EEG	Electroencephalography
EiC	Excellence in Cities
ELLI	Effective Lifelong Learning Inventory
ELS	Early Literacy Support
ELW	extended link worker
EMAS	Ethnic Minority Achievement Service
ESW	educational social worker
EWO	education welfare officer
EYS	Early Years
FACE	Family and Community Education
FE	further education
FGM	Family Group Meetings
FLP	Family Learning Programme
FLS	Further Literacy Strategy
FMRI	Functional Magnetic Resonance Imagining
FSM	Free School Meals
FSW	family support worker
GNP	Gross National Product
HE	Higher Education
HLTA	higher level teaching assistant
HO	Home Office
IT	information technology
ICS	Integrated Children's Service
ICT	Information and Communications Technology
IEP	Individual Education Plan
IQ	Intelligence Quotient
IQF	Integrated Qualifications Framework
ISP	Improving Schools Programme
ISSP	Intensive Surveillance and Supervision Programme
ITS	Intermediate Treatment Scheme
ITT	Initial Teacher Training
JAR	Joint Area Review
L2L	Learning to Learn
LA	local authority
LAA	Local Authority Agreement
LAC	looked-after children
LDSS	Learning Development and Support Service
LEAP	Leap confronting conflict
LINC	Learning in Neighbourhood Centres
LM	learning mentor
LS	Learning Support

LSA	Learning Support Assistant
LSCB	Local Safeguarding Children Boards
MAARF	multi-agency assessment and referral form
MEG	Magnetoencephalography
MEND	Mind, Exercise, Nutrition . . . Do it!
NCSL	National College for School Leadership
NHS	National Health Service
NLS	National Literacy Strategy
NNEB	National Nursery Examination Board
NNF	National Numeracy Framework
NOF	New Opportunities Funding
NOS	National Occupational Standards
NQF	National Qualifications Framework
NS-SEC	National Statistics Socio-economic Classification
NSPCC	National Society for Prevention of Cruelty to Children
NUT	National Union of Teachers
NVQ	National Vocational Qualification
PA	Persistent Absence
PCSO	police community support officer
PCR	Primary Curriculum Review
PCT	Personal Construct Theory
PCT	Primary Care Trust
PE	Physical Education
PET	Positron Emission Tomography
PFI	Private Finance Initiative
PG/PGCE	post-graduate certificate in education
PLSU	Primary Learning Support Units
PLT	Primary Link Teacher
PLTS	personal, learning and thinking skills
PPA	Planning, Preparation, Assessment
PPO	police protection order
PPP	Positive Parenting Programme
PRU	personal response unit
PRU	pupil referral unit
PSHE	personal, social and health education
PSLO	primary school liaison officer
PTFA	Parents, Teachers, Friends Association
QA	Quality Assurance
QCA	Qualifications and Curriculum Authority (from 2009 known as the QCDA: Qualifications and Curriculum Development Agency)
QTS	qualified teacher status
RE	Religious Education
ROA	record of achievement
SAIO	School Attendance Improvement Officer
SAO	senior attendance officer
SATs	Standard Assessment Tasks/Tests

SEAL	Social and Emotional Aspects of Learning
SEN	special educational needs
SENCO	Special Educational Needs Coordinator
SEP	School Evaluation Form
SIP	School Improvement Partners
SLA	Service Level Agreement
SLO	school liaison officer
SMSCP	Spiritual, Moral, Social, Cultural and Physical Growth
SOW	schemes of work
SPAA	Sport Physical Activity Alliance
SRE	Sex and Relationship Education
SSCO	School Sports Coordinators
SST	specialist support teacher
STA	special teaching assistant
TA	Teaching Assistant
TDA	Training and Development Agency (replaced TTA – Teacher Training Agency)
TED	Technology, Education and Design
TES	*Times Educational Supplement*
UNCRE	United Nations Convention on the Rights of the Child
Unicef	United Nations Children's Fund
VFM	value for money
WALT	We are Learning to . . .
WIIFM	What's In It For Me
WILF	What I'm Looking For
YIP	Youth Inclusion Programme
YOT	Youth Offending Teams

Introduction

Helpers make learning easier.

(Year 4 child when asked to identify what made learning easier)

Part 1

This book aims to look at the wider primary school workforce in terms of the ways in which different members of this workforce identify and break down barriers to learning. The Children's Plans and the 'Every Child Matters' (ECM) agenda are closely linked to this concept of a wider school workforce, within an Integrated Children's Services (ICS) framework. Currently, this is bureaucratically alive and well, but the operational complexities, i.e. the aspects that actually influence children's day-to-day lives, are still being worked out. The second part of the book provides some of the stories about how this is happening.

Breaking Barriers to Learning is intended to help all members of this wider school workforce to identify its enormity and examine the sort of work that is being done in our primary schools. It is also about opening an information portal in thinking about different ways of working with children for those who are currently on courses from which they will gain some qualification that identifies them as likely to work with children and young people – indeed, some of the people you might meet working in a school. It helps to provide a broader view of the school workforce if you are aware of who may be working in schools – what they do and how they do it, what barriers they feel they are lifting and how they are doing it.

The initial impetus for this book came from a day's attendance at a course on updating legislation and practice on Safeguarding Children. This was in liaison with a primary school where I had taught and at which I am now a governor. I walked into the Local Authority (LA) Conference Centre and looked at the 50 or so people sitting at tables, wandering around with coffee, chatting and networking. I assumed at first glance that we were being given the input as part of a local cluster of schools and those in this conference hall represented three or four different schools in our local cluster. When I sat down, I quickly realised that I knew a lot of people. Moreover,

they worked at the school. This turned out to be not three or four primary schools, but just one school. They were all educational professionals in the school workforce. Each had different roles and responsibilities in the school, but, ultimately, their work involved making a difference to the lives of the primary children with whom they worked. This was a school that I knew very well. I knew, at one level, that it employed far more people than when I had worked there. However, the visual impact was quite staggering, as the presenter herself commented.

About 3 months later, I interviewed the headteacher and Table 0.1 represents just some of the people who were there that day. Some of the people were employed directly by the school, some of them were part funded by the school and some of us were volunteers. The headteacher and I then discussed other professionals, who came into the school, but who had not been present at the Safeguarding Children day. For this particular school they included:

- *Generic health professionals* – the school nurse, Healthy School Programme workers
- *Sensory Impaired Team* – speech and language worker, educational psychologist, behaviour support, educational social worker
- *Social Services* – family workers
- *Environmental services* – eco-schools project, including eco-play project, recycling
- *Subject specialists* – sports coaches
- *Technology* – computer system support, including safeguarding package
- *Whole-school support systems* – Intensive Support Programme (ISP) (comes into action if school SATs fall below 60%); numeracy and literacy consultants; Education Change Partner (ECP); School Improvement Partner (SIP);

TABLE 0.1 Attendees at a safeguarding conference

ROLE	EMPLOYED BY
16 teachers plus headteacher, deputy headteacher	School
8 TAs	6 employed by the school, 2 funded by both school and LA
1 HLTA	School
1 LM	School – partly funded by LA
3 administrative workers	School
1 site manager	School
1 parent mentor	School – partly funded by LA
9 welfare assistants – some with dual roles as cleaners and servers of food	School
5 governors	Volunteers: two local authority representatives, one a community representative and two parent governors
1 vicar	Volunteer and also a governor

external consultants, employed by the school but advised by the LA; Behaviour Improvement Team (BIP); Behaviour and Education Support Team (BEST); Minority Ethnic Group (MEG).

Note that this list is by no means definitive. LAs are given central statutory obligations, but choose to implement them in ways that best fit their own circumstances – political and social. There is also a growth in the numbers of those contracted in for short periods of time.

Some of those employed by the local authority and other agencies also provide services to the schools (Table 0.2). Sometimes, this may be on a very regular basis, for example the private companies and charities who run extended schools services in many areas. Sometimes, it may be as part of school or local/central government authority projects; for example the fire officer interviewed in Part 2 was called into primary schools with colleagues to look at the work of the fire service.

TABLE 0.2 Other educational professionals providing services to children in primary schools

Generic LA (integrated services, leisure, libraries, etc.)	Emergency duty team (safeguarding)	Youth offending team
CAFASS (Court and Family Court Advisory Support Service)	Primary Care Trust (NHS), e.g. school dentists	Child and adolescent mental health services
Work experience – some of whom are paid	Substance misuse such as anti-smoking – LA and charities	Children's welfare charities such as the NSPCC, The Children's Society, Barnardo's, Save the Children, Children in Need
Charities directed to the child e.g. ChildLine, Rainbows. May include professionally trained play workers	Charities linked with academic need, e.g. volunteer reading	Professionals working with children in museums, galleries, visitor centres, outdoor centres
Before- and after-school clubs – private companies and charities	Local authority initiatives linked to specific strategies, such as literacy, numeracy and citizenship	Play and holiday schemes
Theatre in education	Author/artist in residence schemes	Creative Partnerships
Police/road and/or rail safety/fire prevention – Safety for Schools programme workers	Faith workers	Specialist curricular support from private companies – modern foreign languages (MFL), sports, drama, dance, music, arts workshops

Extended from Hughes (2008).

Book overview

This book looks at how and why in the years since I worked in that school there has been an increase in the number of those working in the school. Ironically, or paradoxically, there has also been a decrease in the number of teachers employed. It has been a gradual process, largely led by different central government policy changes and initiatives, which have required a broader and more specialist workforce in schools. There have also been pressures by outside agencies, including LA health and social care departments, to have a greater direct input in schools.

This is reflected elsewhere, as other organisations such as the police and fire services reach out to primary pupils. In the past many of these services, who are now quite heavily involved in primary schools, would have left any educational work they did to the secondary sector, for example sports coaches. Now, the far-seeing ones are reaching out into both primary and preschool settings.

Part 1

Chapter 1 looks at this growth of what is now known as the Children's Workforce and some of the opportunities and challenges it presents to our primary schools. This first chapter also looks for a definition of an educational professional, particularly for organisations and agencies who do not necessarily see themselves as working as part of the school-based element of a wider Children's Workforce or who do not see themselves as educational professionals.

Chapters 2–6 provide a framework for work in primary schools today. This looks beyond the more usual texts directed generally at the teacher and may improve their practice. These chapters look at specific challenges for primary pupils as effective learners from a number of different research disciplines.

Chapter 2 looks directly, and critically, at how data collection is being used to identify differential performance in primary schools. This, in turn, raises important questions about the data collection and the political agenda that drives the huge statistical public databases for school performance. It is important because primary school Standard Assessment Tasks/Tests (SATs) results have been in the public domain for several years, and judgements made about school effectiveness are based on these scores.

Chapter 3 acknowledges that child poverty is still seen, by policy-makers, as a major determinant of school performance. Often this is known as the postcode lottery. This chapter provides a useful guide to the historical, political and sociological background to ways in which child poverty has been defined and challenged over the years.

Chapter 4 acknowledges that in order to look at ways in which barriers to learning can be addressed by educational professionals, we need greater knowledge about the learning process. Much of current educational provision takes a fairly traditional approach to how children learn and this does provide some sort of starting point for looking at how children are identified as learners. The chapter also looks at differing constructs of the child as a learner over a period of time, and enables the reader to question and reflect on how current constructs of childhood may be influencing how schools and pupils see themselves. The interviews in the second part of the book show how many of those working with children to raise barriers to learning hold

different constructs to childhood and families than those hidden within the Qualified Teacher Status (QTS) standards for teachers.

Chapter 5 moves into looking beneath the surface of schools at learning and teaching practices and the general school environment. It explores ways in which to identify some hidden curriculum barriers for primary children.

The following chapter looks at some of the challenges and changes for primary schools. Some of these arise directly from the previous chapters, but some are linked to more general changes in society, technology and the growing scientific base for learning.

All of the chapters in Part 1 have suggested activities and tasks throughout, which work to support understanding of the ideas. In Part 2, this is replaced by the general suggestion that the best way of gaining further understanding is for the reader to interview educational professionals themselves. This can be done by using the semistructured format used for this book or developing an alternative approach. Certainly, for working in one school, or in one setting, for example health, it would be necessary to change the format, as there are likely to be sensitive issues raised by some questions.

Part 2

In the second part of the book, those who work in schools tell their stories. These are the operational workers who carry out the day-to-day, year-on-year practical tasks of working with primary children to make a difference to their lives. Some, such as TAs, are directly involved in conventional teaching. Others are in more diverse, and often more dynamic, areas of children's lives, such as family support workers (FSWs). The missing element in this second part of the book is the primary class teacher. This is because its purpose is to highlight the work of the more invisible members of the primary school community. The increase in the number of support workers is clearly changing the role of the primary class teacher and books such as *Principles of Primary Education* (Hughes 2008) illustrate some elements of this change.

We look first, in Chapter 7, at the work of the TAs, who spend the majority of their working life working in classrooms. Chapter 8 contains interviews with five primary mentors and looks with them at their roles of the learning mentor, behaviour mentor and parent mentor. Chapter 9 provides a primary case study, drawn from an Ofsted report, that described the team as 'An Exceptional Pastoral Care Team'. Two members of this team, a counsellor and a family support worker, were interviewed, as was the headteacher, and it was a genuine privilege to be able to attend one of their meetings, which is also recorded in this chapter.

Chapter 10 looks at the work of five professionals working in different local authority attendance, health and study support teams. These were just a number of professionals, who work either directly or indirectly with primary children, who, in four instances, had trained as teachers and were using that expertise to inform and support different professionalisms.

Chapter 11 examines an example of how one local authority started to plan for improved integrated working in relation to its schools services. This work had been well on its way prior to the ECM agenda, but has developed and continues to develop.

This is also the case for the professionals interviewed in Chapter 12, who were employed by the police and fire service. Their role is changing in relation to primary schools and, in some cases, older police officers recognised a pattern from the past which had disappeared but appears to be returning. The final interview chapter looks at the work of those who work in charities, consultants and volunteers.

Searching for a wider academic base

This book is not a traditional academic text, but the first section in particular is informed by academic research in various fields, which I have loosely described as social science perspectives, in particular sociology, psychology, social history, philosophy, politics and economics. Table 0.3 provides a simple overview of this. As many of those I have chosen to define as educational professionals come from different professional backgrounds, some of the theoretical and practical strands of their training have important implications for those whose training is heavily school based and vice versa.

The book is also informed by the two reviews of primary education, which reported early in 2009.

The Primary Review and the Primary Curriculum Review

In 2006, the government set up a review of primary schools under the stewardship of Robin Alexander of the University of Cambridge. Its purpose was to draw together data from a variety of sources to make recommendations for future national policy related to primary schools and other relevant agencies. Section 6 of this Primary Review has several papers that provide an overview of the research in this area of multi-agency work. The Review papers do provide some excellent research evidence for both what has happened in the past, and what is likely to happen in the future for a much wider school agenda. Many covered good literature reviews of much of the action-based research that has been carried out in recent years.

The following year, the government set up a review of the primary curriculum under Sir James Rose. This was far more limited in terms of its remit and was told not to look at key issues such as assessment and testing. In the Alexander Review this had proved very politically controversial, with clear conclusions about testing practices and procedures in primary schools. The Rose Review, as it came to be called, looked at how the primary curriculum should change to ensure all children gain a good grounding in reading, writing, speaking, literacy and numeracy. Both reported in 2009.

The Rose curriculum review was a political document that captured the political middle ground on what should happen in primary schools. From its initial creation it was obvious that it was much more likely to influence what happened in the schools over the next few years and certainly take up those most important media sound bites.

TABLE 0.3 Research areas that inform professionals working with primary pupils

RESEARCH AREA	RELEVANT INFLUENCES ON PUPILS IN TODAY'S SCHOOLS
Historical	Tradition of schooling in this country; oral history of schooling within a child's family, their own experience of schooling, both in the UK and elsewhere
Sociological	Life chances; labelling; distinct groups, communities and family patterns identified as 'problematic'; these include race, gender, class, faith, special needs, inclusion and equality issues
Psychological	Learning theories, developmental and personal psychology; social psychology, including the social construction of childhood
Economic	Poverty – in a community and/or family; built-in limits on central/local government and family funding, poverty dynamics
Political	Political ideologies related to education resulting in legislation and guidelines (local and national) covering nearly all of school provision, rights of the individual, role of the state, inspection procedures the national Ofsted report for 2002 identified underperformance in disproportional numbers in minority ethnic and faith groups, travellers, asylum seekers and refugees; pupils with English as an additional language; pupils with special educational needs; looked-after children; gifted and talented children; other children, such as sick children, young carers, families under stress, pregnant girls, teenage mothers; disaffected and excluded pupils; inequalities issues
Geographical	Demographic factors; economic, social, political and regional factors; international relations
Legal	International, European and national rights of the child; statutory obligations related to attendance, behaviour towards children, etc.
Educational	Educational policy, technology, teaching methods, training of teachers and other educators plus all of the above
Health and social care	Physical and social development from birth onwards, holistic child development, diet and nutrition, health and community care, hygiene, safeguarding
Social administration	Welfare, public services, delivery, social policy
Management	Management theories, systems processes, planning for change, operational and strategic management, financial management, budgets, inspection
Generic and developing areas	Such as childhood studies, inclusion, disability, family learning, education studies, family and identity programmes

This book is also informed by my own and colleagues' experiences of visiting many primary schools all over the country, talking and working with both children and staff and interviewing many of the workers involved directly about their work in relation to breaking barriers to learning.

Defining and expanding the current definition of 'barriers to learning'

The expression 'barriers to learning' comes from the initial documentation related to the creation, training and employment of school-based learning mentors in inner city schools (DfES 1999a). This initiative was originally aimed at improving inclusion and the definition was further refined by different local authorities and schools to provide a workable job specification, such as the following: 'to overcome barriers to learning in whatever form they may take to assist pupils to reach their individual potential'. This definition is the one most commonly used and covers the work of many of those working in our primary schools.

It does, however, need expanding, because the 'barriers' in this definition are seen very much on the child's side. It implies that it is the child who holds the barriers to learning within themselves, which a trained educational professional can help to break down. This book, and certainly many of those interviewed for it, felt that there are also other barriers that are created in the minds and structures of our society. The first few chapters of this book look at these in more detail. In Chapter 2, for example, we look at the way in which research evidence has been gathered to give hard data about the performance of different social and economic groups. This can – and often does – lend itself to stereotyping and stigmatising children who fit into specific groups. These sort of barriers are very much harder to identify because they are deeply embedded in our society and in our own minds.

Barriers to learning for some children may be a direct result of the institution of school itself and its place in our society. International comparisons are useful here. One of the comparisons most questioned is the very early age our UK children come to school; in many European countries, entry to school can be 1–2 years later. This enables children to spend more time in kindergarten, where the focus is on a much more holistic, play-related curriculum; it may be that for many young children in the UK this practice could prevent barriers being raised at a very early age. Certainly, there has been much media, as well as research, attention to the Foundation Stage profiling that takes place when children reach the end of the Foundation Stage. This identifies what 5-year-olds should be able to do when they enter Key Stage 1. A prominent argument is that this can place too heavy a pressure on some children who may not be ready for the sort of direct teaching some of the learning outcomes may require. After all, a child born in June, July or August of an academic school year is very much younger than those in the same class born in September, October and November.

Finally, the very word 'barriers' has a negative feel about it; rather like the word 'problems', which, when I was a social worker many years ago, was used as a pejorative adjective to describe many of the families with whom we worked. It is more positive to think of 'problems' and 'barriers' as challenges and opportunities. Certainly, many

of those involved with this book have seen their tasks as challenges and worked hard at the strategies to break the 'barriers' to learning. When strategies have not worked as expected, they have been ready to try and find out why not and what can be learnt from their own 'informal' data collection.

Conclusion

In this introduction, we have noted the increasing numbers of adults working in our primary schools today. We have described these as educational professionals and roughly classified them as those employed by the school, those employed by the local authority, those whose work includes supplying services to the school and those who work as volunteers in school. The introduction has defined what is meant in this book by 'breaking barriers to learning' and broaden the term 'educational professionals' to move beyond the school gates.

Part 2

The children

But before we go further to look at this school workforce, we should look at what the main school workforce think; those who so often get ignored – the children. They work hard, often in quite crowded and uncomfortable conditions with no pay and little control over what they do. They often have to ask permission to move or to go to the toilet and only in the last few years have they been allowed to have something to drink during their working hours. Most of them work from 9.00 am to about 3.15 pm, with time for one or two short breaks and a lunch-time of up to 1 hour. Others start at 8.00 am and finish at 6.00 pm.

Two classes (Year 2 and Year 4) were asked what they found easy to learn and what they found difficult. One class recorded what was easy to learn and then what was difficult and the other identified difficulties/challenges/barriers first and then compared these with when they found learning easier. Table 0.4 shows their views in the 'adultspeak' of this book, organised into categories. An important element of the first part of *Barriers to Learning* is to demonstrate how very much more complex this is.

The teachers

Teachers can supply nearly all the strategies to address those issues raised by the children in Table 0.4. However, there are still many children whose needs will not be reached. I have deliberately not included teachers within this book, because so many other books address these issues. *Barriers to Learning* is intended to look beyond that and look at the voices and influence of some of the other members of this wider school workforce, as well as those with an Integrated Services brief.

TABLE 0.4 Pupils' voice: barriers to learning

BARRIERS TO LEARNING	WHAT MAKES LEARNING EASIER
Curriculum ■ Times table ■ Science and spelling ■ Tests ■ Some subjects I don't like ■ I don't really like reading ■ Homework ■ Maths ■ My dragon picture ■ Having to explain things	*Curriculum* ■ Liking the subject ■ ICT – like PowerPoints ■ ICT – Apple Macs ■ Presenting work in different ways ■ Puzzles and games ■ Having a fun way of learning ■ Key facts ■ Dinosaurs ■ PE, football ■ Having stories ■ Art and painting ■ Creative writing
Resources ■ No fingers (for doing mental maths) ■ No helpers ■ No TV ■ Nothing to use ■ No number square ■ Untidy writing ■ No equipment ■ Not wearing my glasses	*Resources* ■ Helpers ■ Having a whiteboard ■ Spelling with a word book ■ Using a dictionary ■ Number line ■ Playstation (the school has one as part of its IT provision) ■ Cameras ■ Seeing things on the walls ■ 'Pretty teachers' (Year 6 boy)
Learning ethos ■ Loud voices ■ Just talking at you and telling you what you can't do all the time ■ Not letting kids talk ■ Boring teachers who say the same things all the time, anyway so what's the point ■ When you have to do so many questions and read them clearly ■ When I can't draw pictures and colour things that will help me ■ Long date on the board to copy ■ Not repeating things ■ Not getting enough time to finish	*Learning ethos* ■ Having time to do the work ■ Practising things ■ Explanations ■ Working in a group or pairs ■ Making things ■ Working outside ■ Doing things in an artistic way ■ Trips out ■ Discussions when the whole table discusses something ■ When everyone joins in and makes it fun ■ Not waiting a lot ■ Different ways of writing ■ Not writing a lot ■ Seeing things ■ Using syllables ■ Hearing it ■ Being shown ■ Music

BARRIERS TO LEARNING	WHAT MAKES LEARNING EASIER
Other children	*Other children*
■ When people talk	■ Sitting next to a good person
■ Distractions	
■ Nudging me because they are left handed	
■ No friends	
Myself	*Myself*
■ Get distracted	■ Reading is easy
■ Rushing to get out to play	■ Answer is in front of you
■ Forgetting things and no time to go over	■ Nothing is difficult
■ Hard to read, not understanding some words	
■ Not listening because I don't know what to do	
■ Reading tests too hard for me	
■ Fidgeting on the carpet and then don't know what to do when I go to my own place	
■ I don't really like reading	
■ 'Mack's my wock hard is I am dilecso'	