



# LEARNING CARD : DIFFERENTIATION: STRATEGIES FOR SUPPORTING LOW ATTAINERS



## Pause and Reflect:

### QUESTION 1:

What techniques would you use to give personal attention to individuals when you have a large class?

## Pause and Reflect:

### QUESTION 2:

What are the benefits of grouping learners in specific ways?

Why switch groups?

## Pause and Reflect:

### QUESTION 3:

How can the skills gained through SAGE help learners in running a small business?

When showing this film, pause at the Pause & Reflect (P&R) questions & encourage the participants to respond to the question. This film looks at a range of strategies that you can use to support low attainers in your hub.

P&R 1: In this video, a few suggestions are offered to support low attainers: building their confidence by encouraging them to present on something they feel confident in, putting them in a group with higher attainers. In the first activity, you want to get more detailed ideas on how to offer personal attention to low attainers when they are part of a larger class. This requires some thought so you might want to do a think, pair, share type activity. Begin with giving individuals a few minutes to think and jot down their ideas; then share them with a partner and expand the techniques if possible. Then share with another pair to make one list and then finally with the whole group.

P&R 2: There are many ways of grouping learners –it depends on the task, the purpose of the group, the planned outcome. In this activity you could make groups made up of people with different roles for example a CE, a mentor and a hub assistant, or you could make a group of all men and all women. Think about how you want to group your participants in order to discuss the question below.

P&R 3: The final Pause & Reflect asks you to think about how the skills that learners gain through SAGE can help them with running a small business. Form a different set of groups, and ask each group to brainstorm all the skills that are needed to run a successful small enterprise. Then go back through the list and tick all that can be acquired through participating in SAGE. Are there any gaps? How can they be resolved by SAGE?

## Pause and Reflect:

### RESPONSE 1:

- Use your hub assistant to work with a particular learner
- Put the class into several groups, give each a task & move from group to group
- Pair a high attainer with a lower attainer on a specific task etc.

## Pause and Reflect:

### RESPONSE 2:

Different types of tasks require different groupings. Sometimes you might want similar level learners working together, other times it's better to mix the levels.

It's useful to switch groups so that:

- Learners get used to working with different people
- Prevents boredom or resentment
- Individuals have different skills.

## Pause and Reflect:

### RESPONSE 3:

As well as literacy and numeracy, think about the soft skills SAGE students have gained– communication, teamworking, checking & editing etc.