

Action	Intensity	Done
1 Teacher and colleague observe and identify memory needs of learners in the class or group. Learners with memory difficulties are identified. Use the audit tool available with this book.		
1 Lessons start cleanly, and end clearly. No time is wasted at these points to ensure that vital learning opportunities are used.	1	
2 Lessons are structured to include brain breaks and mini-plenaries.	1	
3 Opportunities for practice and rehearsal are built into lessons.	1	
4 <i>Ensure that learning goals for lessons are shared with learners and explained (what knowledge or skills do you intend to teach? Use learner friendly language).</i>	1	
5 <i>Lesson planning is focused on learning (understanding) goals and responding to 'big' questions, not activities or content.</i>	1	
6 <i>Lesson planning develops powerful ideas in depth, encouraging discussion, and application of ideas in concrete/authentic activities.</i>	1	
7 <i>Lessons are planned to create networks of connected information and ideas which are made explicit to the learners.</i>	1	
8 Lessons are made memorable by use of elements of novelty and surprise.	1	
9 Memory strategies and mnemonics are taught overtly to the whole class.	2	
10 Learners are taught how to use graphic organisers to make links in their learning explicit. Teacher models the use of these visual strategies frequently.	2	
11 Learners are taught about how their memories work. (Use Remember it! poster in electronic resources.)	2	
12 Lessons are designed to reduce cognitive load: reduced complexity, direct teaching, sub-skill building, problem solving, etc.	2	
13 The amount of rehearsal needed by a learner is individualised and supported by strategies such as expanding rehearsal and scripted cooperation.	3	
14 Individual learners with particular memory difficulties that limit learning are given study packs that offer easy access to information such as times tables and/or devices such as talking postcards.	3	

Key to intensity:

1 = actions required when no specific memory difficulties have been identified through the audit tool.

2 = actions required will be those at level 1 plus those at level 2 since more difficulties with memory have been identified among some of the learners.

3 = actions required will be those at level 1 and 2 plus those at level 3 for specific learners who have poor memories.

Items of the checklist in italics will also be found in checklists for other areas.

Figure 2.4 Memory friendly classroom checklist summary



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