



SEND strategies

- **CENTURY** can complement your in-class teaching for students with SEN.
- **CENTURY** can support with some targeted teacher intervention for SEN students.

CENTURY Teaching Strategies

Small Step Planning

Nuggets consist of small, bite-sized, lessons, which focus on a specific area of learning and are sequential.

Working with Fractions

- Expressing Fractions [MF4.01]
- Ordering Fractions [MF4.02]
- Equivalent Fractions [MF4.03]
- Simplifying Fractions [MF4.04]
- Shading Fractions [MF4.05]
- Mixed and Improper Fractions [MF4.06]
- Adding Fractions 1 [MF4.07]
- Adding Fractions 2 [MF4.08]
- Adding Fractions 3 [MF4.09]
- Adding Fractions 4 [MF4.10]

Plan for Error

Common misconceptions are planned for and addressed in the videos and in the assessment feedback.

$$1246 - 121 =$$



	Th	H	T	O
	1	2	4	6
-	1	2	1	

Assessment for Learning

All teaching is assessed by guided practise in the videos and in assessments in the nugget.

Which word in the following sentence is a common noun?



Mary was a funny girl.

- was
- girl
- Mary
- funny

Incorrect
This is a proper noun.



tiger



day



love

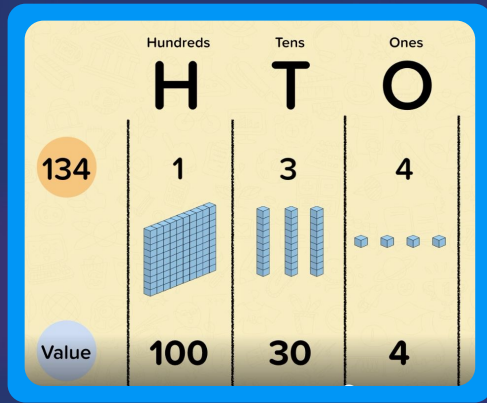


A common noun is a non-specific person, place, thing or idea.

CENTURY Teaching Strategies

Representatives

Images of common manipulatives (concrete methods) and pictorial representations are used to explain abstract representations and used as a scaffold towards understanding.



Modelling Metacognition

In the videos, teachers model examples and then explain their thinking process to illuminate specific expertise such as planning, monitoring and evaluation.

"He hadn't eaten for the entire day before that meal, and you could tell. His stomach was a bottomless pit!"

Which evaluation of this sentence is best?

- In this sentence, a simile has been used to claim that a character's stomach is like "a bottomless pit", suggesting that he was eating large portions of food because he was so hungry.
- In this sentence, a metaphor has been used to create a comical image of a character's hunger, by comparing his stomach to "a bottomless pit", suggesting that he was eating large portions of food.
- In this sentence, a metaphor has been used. A metaphor is a comparison between two things by asserting one thing is another. In this case, a character's stomach is being asserted to be a "bottomless pit".
- We discover from this sentence that a character was very hungry, because he "had not eaten" for an entire day, so his stomach was like a bottomless pit.

I DON'T KNOW SUBMIT ANSWER

Explicit Teaching of Vocabulary

Vocabulary is explicitly taught across the subjects and Key Stages in every nuggets in order to expose and teach students the subject specific vocabulary needed. Pictorial examples are used where possible.

Chemical Energy

Chemical energy is the energy stored in chemical bonds. We can increase the store of energy by making bonds and decrease the store by breaking bonds.

Thermal Energy

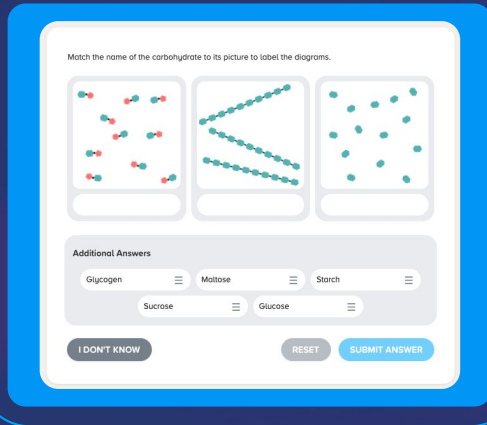
Thermal energy is the energy stored in hot objects. We can increase the store of energy by increasing the temperature or the mass.

Internal Energy- these two stores combined.

CENTURY Teaching Strategies

Examples & non-Examples

Students are given examples which support the concept being taught but also asked to identify and explain why others do not fit to highlight concept boundaries.

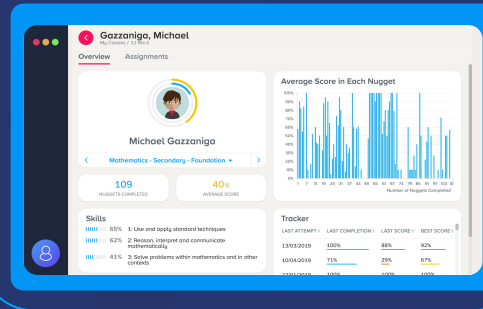


Match the name of the carbohydrate to its picture to label the diagrams.

The interface shows three diagrams of carbohydrates: a branched chain of red and green spheres, a linear chain of green spheres, and a cluster of green spheres. Below the diagrams are three empty boxes for labels. Underneath, there is a section for 'Additional Answers' with a list of carbohydrates: Glycogen, Maltose, Starch, Sucrose, and Glucose. At the bottom, there are buttons for 'I DON'T KNOW', 'RESET', and 'SUBMIT ANSWER'.

Ensure 100% Participation

As every child gets a personalised pathway, they have the ability to complete work which is set at their level whenever they log onto CENTURY. Participation is ensured for 100% of the time they are online on CENTURY.

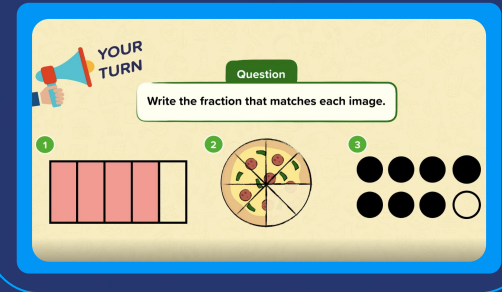


The dashboard for Michael Gazzaniga shows an overview of assignments and a bar chart titled 'Average Score in Each Nugget'. The chart shows scores for 100 nuggets, with a 40% average score. Below the chart, there are sections for 'Skills' and 'Tracker'. The 'Skills' section lists three skills with progress bars: Skill 1 (65%), Skill 2 (62%), and Skill 3 (41%). The 'Tracker' section shows a table of completion rates for various assignments.

Assignment	Last Completion	Last Score	Best Score
1.10102010	100%	88%	92%
1.01042010	77%	25%	87%
1.0101010	100%	100%	100%

Purposeful Practice

Students are given specific tasks to complete in the videos. They are taught how to complete these tasks and then this is revised so that the student is always practising the skills correctly. Skills are also broken down into chunks to practise.

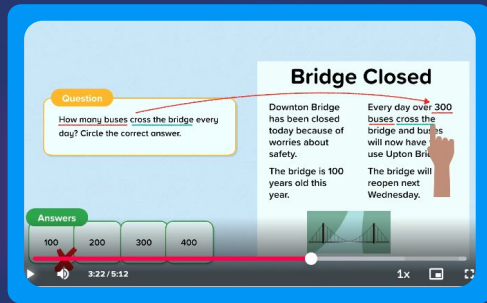


The 'YOUR TURN' interface shows a question: 'Write the fraction that matches each image.' There are three numbered images: 1. A bar chart with 5 bars, 4 of which are shaded red. 2. A pizza divided into 8 slices, with 3 slices shaded red. 3. A set of 10 dots, with 7 dots shaded black and 3 dots white.

CENTURY Teaching Strategies

Match modality

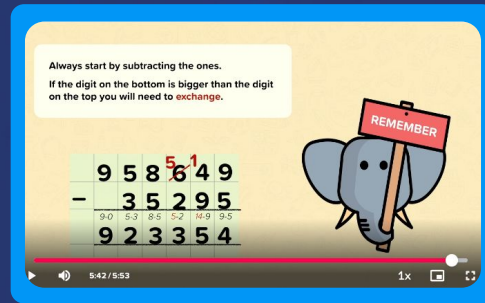
Audio and visual channels are used in the videos to convey complementary information to the students. For example, narrated animations help students to follow what is being taught.



The screenshot shows a video player interface. At the top, the title "Bridge Closed" is displayed. Below it, a "Question" box asks: "How many buses cross the bridge every day? Circle the correct answer." To the right, there are two columns of text: "Downton Bridge has been closed today because of worries about safety. The bridge is 100 years old this year." and "Every day over 300 buses cross the bridge and buses will now have to use Upton Bridge. The bridge will reopen next Wednesday." Below the text are two small images of bridges. At the bottom, an "Answers" section shows four buttons: 100, 200, 300, and 400. The 100 button is selected with a red 'X' mark. The video player controls at the bottom show a progress bar at 3:22 / 5:12 and a volume icon.

Signalling

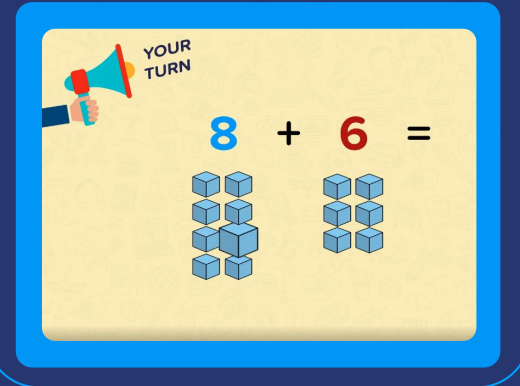
Important information to the learner is highlighted in a variety of ways. This can be done by showing keywords or highlighting key bits of text so that the learner is focussed on a particular aspect of the learning.



The screenshot shows a video player interface. At the top, a text box says: "Always start by subtracting the ones. If the digit on the bottom is bigger than the digit on the top you will need to exchange." Below this is a subtraction problem:
$$\begin{array}{r} 958649 \\ - 35295 \\ \hline 923354 \end{array}$$
 The digits 5 and 1 in the top number are highlighted in red. To the right, an elephant character holds a sign that says "REMEMBER". The video player controls at the bottom show a progress bar at 5:42 / 5:53 and a volume icon.

Segmenting

Learning is chunked into small broken up parts. There are short videos with chances for the learner to pause and have a go and learning is split up into separate nuggets when needed.



The screenshot shows a video player interface. At the top, a megaphone icon is next to the text "YOUR TURN". Below this is a math problem:
$$8 + 6 =$$
 The number 8 is blue and the number 6 is red. Below the equation are two groups of blue blocks: a group of 8 blocks and a group of 6 blocks. The video player controls at the bottom show a progress bar at 5:42 / 5:53 and a volume icon.

How can you use CENTURY?

Targeted interventions for students



1. Assessments for read aloud and modelling reading

Video and audio recording can allow a learner to read a passage in their own time, without an audience. Giving children the time to practise what they read aloud.

Guided instruction can also occur where teachers are able to record their fluent modelling of the text.



2. End of year assessments to find gaps from last year

CENTURY can assess last year's objectives if you set them for your students. Then it targets specific gaps in learning.



3. Create intervention groups to target specific work using assignments

Use the diagnostics to find areas of need. Target these areas using assignments to specific students or groups of students. Adult working with this group can use nuggets to support specific area of learning.



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Targeted interventions for students



4. Start students on course from a lower/different year group

Rename courses so that students have immediate access to the level of work they need.



5. Track very small improvements

Set specific nuggets using the planner tool (e.g. spellings). Find the gaps, teach the gaps and then reset the nugget. See those small incremental gains in learning.



6. Remove the time limit

Students have limited time in lessons to complete work. Set incomplete classwork for homework to be done in their own time.

