CENTURY

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.

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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
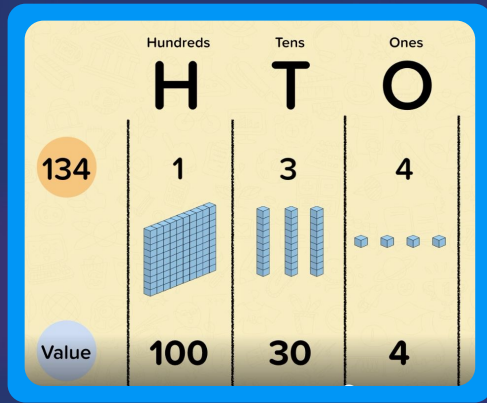- ○ funny

Incorrect
This is a proper noun.

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

tiger   day   love

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.

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.
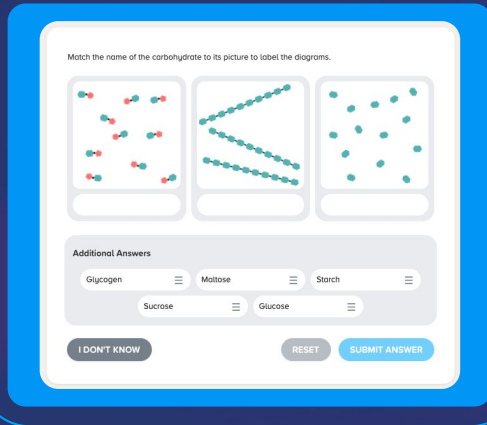
CENTURY Teaching Strategies

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.
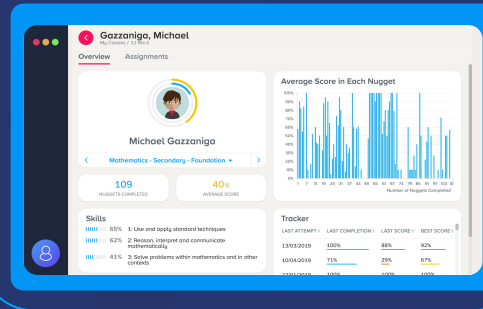

Ensure 100% Participation

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.
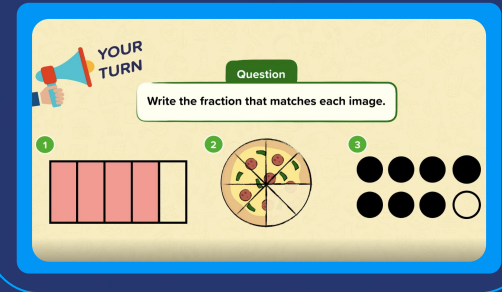

Purposeful Practice

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.
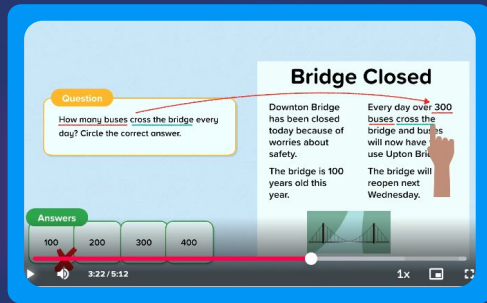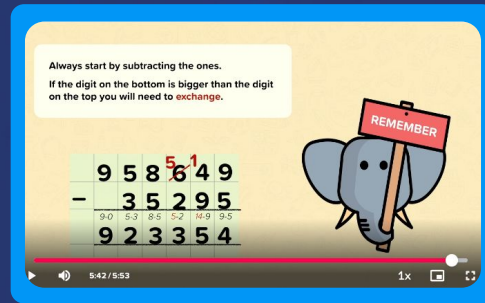
CENTURY Teaching Strategies

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.

Signalling

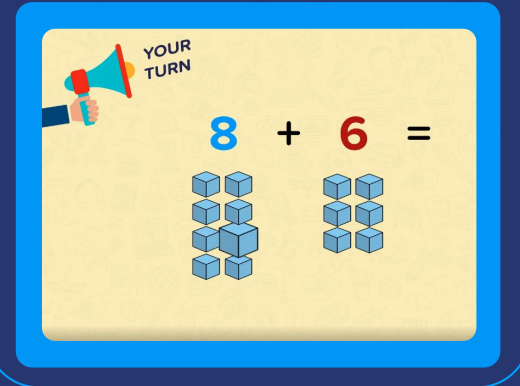Important information to the learner is highlighted in a variety of ways. This can be done by showing keywords or highlighting key bits of text so that the learner is focussed on a particular aspect of the learning.

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.

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.

How can you use CENTURY?

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.