



## Class Context Sheet Guidelines

School					
Trainee					
Subject		Year group			
Pupil ability					
Number of pupils	Total		Male		Female

Key student information (Please give numbers and names of pupils)		
SEN support/EHCP		<i>Insert the number and names of pupils for each of the relevant pupil groups.</i>
Gifted and Talented		
EAL		

### Comments about what the data tells you about the group and how this will be used to inform planning for learning

*Include information about pupils and their range of needs, e.g. different representational structure for resources, seating arrangements. How will this information influence planning and deliver? Consider adaptations to QFT.*

### Literacy strategies

*Comment on the range of literacy strategies you will plan to use with the group (e.g. keywords in context, matching activities, scanning, close reading, cloze exercises, mind maps, use of sub-headings and reflective reading, etc.).*

### Deployment of LSA/TA/HLTA support

*Comment on how additional support will be used as well as making a note of which pupils are targeted for support. Consider opportunities for support staff to work with the more able and you lead additional support.*

### Personalising the learning for pupils

SEN support/EHCP	Gifted and Talented	EAL
<i>Comment on how you will meet the needs of individual pupils by personalising the learning to ensure these pupils make progress in your lessons.</i>		

### Intervention

*Note pupils who you are targeting and give a brief overview of any strategies to be utilised/expected impact.*

### Homework

*Comment on when homework is set. Add completion rate data if available.*

### Other comments about the characteristics of the group

*E.g. Note any pupils who may be withdrawn for extra lessons in English, etc.*

**The Context Sheet will need to be updated from time to time to reflect changes/new ideas, etc.**