

What you might see:

You might see a child who:

has an inability to attend to a conversation for an expected amount of time.

Is unable to get rid of irrelevant information or focus on the important part of a task.

Finds it hard to focus on a given task for an age-appropriate amount of time.

lacks or quickly loses motivation.

What you can try:

- Model and reinforce that mistakes are part of learning and are valued.
- Break tasks into small, manageable steps to support engagement.
- Share clear success criteria so pupils know what success looks like.
- Model how to approach tasks and learning behaviours.
- Provide scaffolded support (e.g. prompts, frames, templates).
- Gradually reduce support to build independence.
- Use “I do, we do, you do” to structure learning.
- Encourage pupils to reflect on what has helped their learning.
- Teach pupils to plan, monitor and evaluate their learning.
- Set clear, achievable goals to support motivation.
- Give feedback focused on effort and strategies.
- Use specific praise to reinforce effort and persistence.
- Teach pupils how to organise their work and resources.
- Use visual supports to support independent working.
- Support pupils to persist when learning is challenging.
- Provide opportunities for pupil choice in learning.
- Plan opportunities for success to build confidence.