



WHAT DID WE DO AND WHY?

- Completed the UDL Survey
- Designed a choice board style template for giving choice in work tasks
- Took two targeted class groups as focus: 3rd and 5th class

Give it a go! <i>For starting out, trying something new, or building confidence.</i>	Build it up! <i>For when children feel more comfortable and want to develop their skills.</i>	Push yourself! <i>For challenge level — stretching thinking, problem-solving, or going deeper.</i>
$\begin{array}{r} 49 \\ \times 55 \\ \hline \end{array}$	$\begin{array}{r} 435 \\ \times 72 \\ \hline \end{array}$	$\begin{array}{r} 1259 \\ \times 12 \\ \hline \end{array}$
$\begin{array}{r} 13 \\ \times 18 \\ \hline \end{array}$	$\begin{array}{r} 325 \\ \times 54 \\ \hline \end{array}$	$\begin{array}{r} 4406 \\ \times 96 \\ \hline \end{array}$
$\begin{array}{r} 25 \\ \times 65 \\ \hline \end{array}$	$\begin{array}{r} 394 \\ \times 71 \\ \hline \end{array}$	$\begin{array}{r} 4407 \\ \times 18 \\ \hline \end{array}$
$\begin{array}{r} 25 \\ \times 67 \\ \hline \end{array}$	$\begin{array}{r} 977 \\ \times 45 \\ \hline \end{array}$	$\begin{array}{r} 3565 \\ \times 77 \\ \hline \end{array}$
$\begin{array}{r} 13 \\ \times 34 \\ \hline \end{array}$	$\begin{array}{r} 183 \\ \times 38 \\ \hline \end{array}$	$\begin{array}{r} 3150 \\ \times 70 \\ \hline \end{array}$
$\begin{array}{r} 28 \\ \times 53 \\ \hline \end{array}$	$\begin{array}{r} 592 \\ \times 78 \\ \hline \end{array}$	$\begin{array}{r} 8506 \\ \times 23 \\ \hline \end{array}$

STRENGTHS AND BARRIERS

- Audit showed existing good practices:
 1. *Strong awareness of learning barriers*
 2. *Multiple presentation methods*
 3. *Student engagement*
 4. *Formative assessment*
 5. *Technology use*
- Students understand and seek choice
- Limited staff meeting time to inform and discuss UDL project
- Size of the school
- Harder to implement in junior end – reluctance to give choice

IMPACT ON SCHOOL COMMUNITY

- Shift in mindset from differentiation to choice
- Students becoming more autonomous
- Reduced workload for teachers
- SNAs remarked positive impact on student wellbeing

IMPACT ON US AS PROFESSIONALS

- More confident in allowing classroom choice while maintaining control
- Using UDL framework more in preliminary planning stage
- Opportunity to take on leadership roles and grow in confidence

NEXT STEPS

- Roll out to all class groups in 2026/2027
- UDL Day in September for all classes
- Build larger UDL team
- Involve student council on the UDL as student body representatives.

Evidence: A high achieving pupil felt more challenged and that he could move at his own pace.