




# HELPING PUPILS WHO FEEL LIKE THEY'RE STRUGGLING IN SCHOOL





# PERFORMANCE LEARNING TEACHING RESOURCE

Not all pupils find learning easy and sometimes they may feel like they're struggling in school. This may cloud their perception of school and their ability, which can lead to their disaffection and dropping out from education later on.

With the appropriate help, support and intervention, all pupils can realise their true potential.

Here are some useful tips and printable resources that you can share with your pupils to help them recognise their emotions and take action if they are feeling overwhelmed.



# TIP 1. TEACH THEM TO NOT PANIC

**1.**

Do you have pupils who are struggling with school or think that they are when clearly they are not?

**2.**

Make sure they know that it is important for them to not panic or blame themselves.

**3.**

Outline to your pupils that everybody struggles at some point or at something.

**4.**

The fact that someone may find a task difficult is not necessarily an accurate reflection of their own intellectual ability.

# TIP 2. TALK ABOUT HOW THEY LEARN

1.

It is important that your pupils are aware that we all learn differently.

2.

Take some time to look at your pupils' learning styles. If their struggle is a reflection of their current approach to their learning, then that approach might not be best suited to their learning needs.

3.

Discuss how they learn and how their brain processes new information.

4.

Discuss that learning is often not a conscious choice that they choose to make and as a result they should not be too hard on themselves, especially if other people's methods don't work for them.



# TIP 3. HELP THEM TO FIND THE ROOT CAUSE

**1.**

Ask your pupils to think about what the root of their problem might be. Perhaps they learn things at a different pace and the lesson is going too fast for their needs. Find out if your pupils feel able to ask if things can be slowed down or repeated again for them.

**2.**

If they are struggling with a particular subject, try to identify which aspect of the subject is causing them trouble.

**3.**

Tell them it is usually not the case that they find EVERYTHING in the subject difficult. Empower your pupils to pinpoint which aspect they don't understand. Perhaps they don't understand a fundamental concept, which may be having a cascading effect on other subject areas and topics, making them believe that they don't understand the whole subject.



# TIP 4. TALK ABOUT TIME MANAGEMENT

1.

Often the struggle will come from the amount of work that your pupils are facing instead of the actual content of the work. If this is the case, speak with your students about strategies that they could adopt to help them manage their workload better.

2.

Tell your pupils that facing a struggle at the start of a new academic year or when exams are near is to be expected because they will be learning and trying to recall more challenging material.

3.

Let them know that their skills to navigate new material might not yet be fully developed, but as they start to progress through the year they will start to piece things together and their work will start to click and make more sense.



# TIP 5. TEACH THEM TO TAKE ACTION

**1.**

If your pupils are struggling as a result of having started a new school year then it might be worthwhile waiting a month or so to allow them to acclimatise to the new challenge.

**2.**

If the cause is more immediate, like a fast-paced class or an overwhelming workload, then support them to seek help early, preferably within the first few weeks of identifying the problem.

**3.**

Tell them that if they leave things to fester for too long then they run the risk being too late to effectively combat the problem and that they can also be faced with the possibility that the problem will accumulate and affect their other subjects.



# TIP 6. ENCOURAGE THEM TO ASK FOR HELP

1.

Discuss with your pupils that seeking extra support is always the best solution, especially if your pupils find themselves struggling with lesson content and pace.

2.

Having someone to talk to and support them through the problem, one-on-one, might help them to get a better understanding of the topic.

3.

Support your pupils to identify those who are best placed to support, whether it is a teacher, a peer, a parent or a relation.





# ESTABLISHING STRENGTHS AND WEAKNESSES

By categorising your performance into three areas:

**1.**

**What I know**

**2.**

**What I 'kind of' know**

**3.**

**What I don't know**

...you are able to see clearly the topics and modules you need to improve on to boost your performance.



# ADOPTING AN ATHLETIC STATE OF MIND

The greatest athletes and performers in the world are the best because they concentrate on:



## **Self-honesty**

What can I do? What do I need to develop?



## **Specificity**

How will I keep up my progress? Aim for small, regular improvements.



## **Precision**

Exactly what parts of a subject or process do I need to work on? To what level?



## **Focus**

What are the actions I need to take to improve? When will I do this?

# PERFORMANCE LEARNING PRIORITY PLANNER

PRINT  
& KEEP

## STEP 1.

Take a textbook you are studying and open it to the contents page.

## STEP 2.

Use the planners on the next pages to write down the following:

**What I know**

**What I 'kind of' know**

**What I don't know**

## STEP 3.

Then place them in order of priority.

HIGH

MEDIUM

LOW

**H**

**M**

**L**

SUBJECT	SUBJECT MODULE	PAGE NUMBERS	BOOK INFO IS IN	PRIORITY LEVEL (H,M,L)
Biology	Osmosis	22-29	Edexcel Biology Revision Guide	H



# WHAT I KNOW

SUBJECT	SUBJECT MODULE	PAGE NUMBERS	BOOK INFO IS IN	PRIORITY LEVEL (H,M,L)

# WHAT I 'KIND OF' KNOW

SUBJECT	SUBJECT MODULE	PAGE NUMBERS	BOOK INFO IS IN	PRIORITY LEVEL (H,M,L)

# WHAT I DON'T KNOW

SUBJECT	SUBJECT MODULE	PAGE NUMBERS	BOOK INFO IS IN	PRIORITY LEVEL (H,M,L)





Performance<sup>®</sup>  
Learning

“

My law grade improved due to new revision methods that have been introduced to me during PL lessons.

”

- Abigail, Year 12, William De Ferrers School, UK

“

I loved the fresh new outlook to helping children achieve.

”

- Olivia Mellor, teacher, Harbour Primary and Nursery School, Newhaven