R.E.A.L. Education Limited

Teaching, Learning and Curriculum Policy

(R.E.A.L. Education Ltd.)
(R.E.A.L. Independent Schools, Hinckley)
(R.E.A.L. Independent Schools, Mansfield)

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1. Introduction

The curriculum encompasses all the planned opportunities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, prepared for adulthood, who can work and cooperate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

2. Values

Research supports that learners need to be in a positive emotional state in order to be ready to learn (Education Endowment Foundation, 2020). Therefore, we place a high emphasis on supporting learners with their social and emotional development to enable them to be ready to access, enjoy and retain curriculum knowledge and develop the skills for succeeding in life.

At R.E.A.L. Education we strive to ensure that our teaching, learning and curriculum is as enjoyable, relevant, appropriate, well sequenced and coherently planned as possible whilst retaining an ability to personalise. We offer our learners high quality educational experiences in a safe, inclusive and stimulating environment. Every learner is valued as an individual and we aim to nurture well rounded, respectful and confident individuals who will develop skills for life-long learning. We support our learners on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare learners for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our schools.

Our curriculum promotes respect for the views of each individual learner, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. Our curriculum is organised to promote cooperation and understanding between all members of our community. We are fortunate at R.E.A.L to have varied and specialist learning environments. These are respected and used by all in our schools and we aim, through our curriculum, to teach consideration for our world, and how we should care for it for future generations, as well as our own.

At R.E.A.L. Education, our values of **Trust, Innovation and Achievement.**
permeate all areas of school life and are promoted through the planned as well as the hidden curriculum.

3. Why?

Our broad and balanced curriculum enables us to provide a bespoke and inclusive pathway for each individual learner. This highly personalised approach is based on initial assessment which means that all learners are able to make progress based on their individual starting points. We combine a highly individualised approach with a systematic progression in learning; meeting learners needs and holding high aspirations. The individual curriculum offer is reviewed regularly and adjusted as learners progress both academically and with regards to their personal development.

Our learners have widely unique and varying starting points. Many have attended several educational placements before they join us. The curriculum takes this into account by ensuring we place strong emphasis on developing trusting relationships and by identifying any gaps in learning. Additionally, many of our learners experience high levels of social and economic deprivation, for this reason we ensure that the curriculum has a strong cultural capital dimension where enrichment activities are an important planned element of the broader curriculum. This enables our learners to benefit from and learn from a range of activities that may otherwise appear to be inaccessible with the added aim of raising aspirations.. Learners are taught how to behave in each setting and to respect different environments. This not only supports their academic learning but also enables students to take their rightful place in society in the world of work as adults and encourages our young people to select and benefit from positive and enriching leisure activities.

Given the diverse and complex range of needs, prior experiences, previous attainment and key stages, our curriculum design is based on 4 pathways that take into account the individual learner's starting points and ensures that all learners are able to make strong progress. These pathways, which progress from the informal to the formal are designed to be flexible, allowing individual learners to be able to transition between them. The 4 pathways include:

- 1. Re-engagement
- 2. Emerging
- 3. Developing
- 4. Formal

The design of our pathway system is underpinned by the Preparation for Adulthood Framework and preparing for life beyond R.E.A.L.Education

R.E.A.L Education is ambitious in our expectations of learners. We foster and develop positive attitudes to learning and fulfil aspirational academic, social, technical and vocational targets.

4. How

At key stage 2 and 3 we have adopted a thematic approach to the curriculum which is underpinned by 3 core principles. We have designed the curriculum to ensure that it is ***relevant*** to our students (in that it takes on board their interests, needs and prepares them for adulthood). Our curriculum is

immersive and enhances students' cultural capital and includes a range of experiences that support our learners to contextualise and apply what they are learning across the curriculum. We have also designed our curriculum to ensure that it is above all ***purposeful*** and driven by quality first teaching..

The curriculum is mapped over a 4 year cycle to ensure that there are clear opportunities for learners to progress with their knowledge and skills, prepare for KS4 and 5 and to ensure that key knowledge is revisited and consolidated in the most meaningful way. Specialist Curriculum leads have developed well sequenced, systematic and bespoke progression in learning documents which set the parameters for progression and adaptation within their subjects. These are supported with detailed thematic plans which are used to progress learners towards a wide range of accreditations at KS4 and beyond.

Our personalised approach to the curriculum, and a good knowledge of how our learners engage and learn best, means that we are able to match teachers and support staff to the learners. Positive and trusting relationships are key, it is important for our learners to feel 'safe enough' to take risks in their learning. The impact of this may result in some occasions where staff will be required to teach outside of their specialisms. In order to support this, all delivery staff have access to individual support plus an engine room overseen by our Curriculum Leads. Each engine room offers a carefully planned and sequenced curriculum, subject specific support and enhanced resources.

All delivery staff are expected to adapt sequences in learning and resources to meet the individual needs of the learner, as set out within their Education Health and Care Plan (EHCP) and documented through their ICIP form. Where learners are accessing a highly bespoke or more informal curriculum, it is the role of delivery staff, in consultation with Learning Managers, to ensure that key skills, knowledge, understanding and attitudes are identified.

5. Impact

We measure the impact of our curriculum through use of holistic data, ranging from attendance, behaviour and welfare to progress in individual curriculum areas, destination and learner outcomes data.

We have a rigorous and triangulated approach to assess the impact of our curriculum, utilising staff at all levels (Heads of Area, Deputy Heads, Curriculum Leads and Learning Managers) to analyse learner progress and plan for and monitor the success of our individualised provision and interventions. Learner voice and parent/carer views form an integral part of this assessment, through the use of person centred planning and reviews, questionnaires and informal discussions. Alongside this we continuously evaluate learning through our quality assurance processes: lesson visits, book looks, learning and climate walks to highlight developments and improvement priorities within their programme.

6. Policy Updates

The Policy is updated annually and has been developed in line with the following legislation and guidance:

- The Education (Independent School Standards) Regulations 2014
- National Curriculum in England: Framework for Key Stages 1 to 4
- SEND Code of Practice (2014)
- Equality Act (2010)
- The Education Inspection Framework (2019)

The policy should be read in collaboration with the following R.E.A.L Education documents:

- Attendance Policy
- Behaviour Policy
- Careers and Employability Policy
- English as an Additional Language (EAL) Policy
- Equality, Diversity and Inclusion Policy
- PSHE, SMSC and Citizenship Policy
- Spiritual, Moral, Social and Cultural Policy
- RSHE Policy
- SEND Policy
- Quality Assurance Principles
- Marking and Feedback Policy
- Continuous Performance Management Policy

Appendix 1 - Roles and Responsibilities

Role	Key Responsibilities
All	• Ensure school policies are implemented. • Promote high expectations for engagement, academic progress and attendance • Ensure that appropriate resources are available. • Provide opportunities for learners to develop their cultural capital opportunities and support the embedding of SMSC, PSHE and British Values - • Ensure learners have a secure and stimulating venue and environment that supports learning and high expectations
Teachers	• Delivery of group and 1 to 1 learning sessions depending on the needs of the cohort. • Work alongside the curriculum leads to ensure sequences of learning , and resources are differentiated to meet the individual needs of the learners, and regularly reviewed. • Carry out regular assessments and keep adequate records to monitor progress. • Take action following assessments to inform future planning and set challenging personalised learning targets • Provide reports to parents/carers and stakeholders at the request of Learning Managers • Implement and monitor any specific interventions and support offered by Curriculum Leads and Learning Managers • Support TAs and STAs in the production and delivery of resources and sessions
HLTA, STA and TA	• Deliver small groups and 1 to 1 sessions depending on the needs of the cohort. • Ensure that lessons are implemented and differentiated in a creative way to meet the individual needs of the learners • Seek support from teachers and Curriculum Leads in order to contribute to any assessment work,ensure that personalised targets are implemented within sessions so that progress can be monitored effectively. • Provide reports to parents/carers and stakeholders at the request of Learning Managers

	• Ensure pupils have a secure and stimulating venue and environment that supports learning and high expectations • Implement and monitor any specific interventions and support offered by Curriculum Leads and Learning Managers
Curriculum Leads	• Set and promote the vision for their individual curriculum areas • Coordinate sequences of learning, which are appropriate to meet a range of needs. • Ensure planning and resources are available and accessible via a well maintained engine room. • Monitor progress and attainment across the schools and to work with School Leaders, Learning Managers and staff to ensure that appropriate support and interventions are put in place quickly where progress is a concern • Ensure that learning objectives are appropriate and sufficiently challenging to ensure that all learners make strong progress • To work alongside leaders and Learning Managers in quality assurance work including lesson visits, climate walks, curriculum reviews, book looks,, analysis of data and to moderate and interrogate the assessment decisions made by staff • Support staff and develop an appropriate programme of CPD for staff who are teaching outside of their specialism • Ensure that there is a clear progression of skills across the key stages. • Report to school leaders about the progress of the learners on their caseload
Site Lead Teachers	• Best practice lead for the site and locality around teaching and learning. • Ensures that the teaching and learning principles are evident within sessions to ensure that learners know and remember more over time. • Ensure the curriculum, as set out by curriculum leaders, is well adapted to meet the individual needs of learners. • To monitor the progress for learners linked to the locality. • To ensure that quality assurance supports a cycle of continuous improvement. • Work with Learning Managers to ensure that learners EHCP needs are met and that appropriate strategies and resources are in place for learners linked to the site.

	• To support curriculum leads / teachers to plan sequences of learning which meet the needs of the cohort.
Learning Managers	• Co-ordinate the personalised curriculum for each learner on their caseload • Promote high expectations for engagement, academic progress and attendance. • Ensure that learners have equitable access to a broad curriculum in line with their identified curriculum pathway • Monitor the progress of learners and ensure that learners are able to achieve good outcomes in line with their full potential • Ensure that parents, carers and the learners are consulted with regularly and that the curriculum is regularly reviewed through the person centred review process • Ensure that all staff are supporting learners to make progress towards the outcomes within their EHCP and that challenging targets are set to support learners to make strong progress..
Deputy Heads / Hub Managers	Ensure that: • The curriculum and policies are regularly reviewed • Teaching is consistently of a high quality and that sessions are delivered in a creative and meaningful way • High standards are achieved and maintained • Teacher assessments are appropriate and that there is a shared understanding of assessment across the staff • Resources are efficiently deployed • Training needs are identified • Learning objectives are appropriate and sufficiently challenging to ensure that all learners progress
Head of Schools and Heads of Area	Ensure that: • Any changes to statutory regulation and guidelines are adhered to • The curriculum offer meets the Independent School Standards and EIF • Qualifications on offer are appropriate, relevant and up to date • All statutory curriculum requirements are met
Governors	Ensure that: • Legal requirements are fulfilled

	• Request information from the Head of Schools and Heads of Area to clarify judgements and procedures. • Hold leaders to account through governing body meetings and visits • Standards are maintained and improved throughout the school • Receive reports from the Head of Schools and Heads of Area regarding progress made on raising standards • Ensure the Independent School Standards are maintained.

Appendix 2 - Pathways

Pathway One - Re-Engagement

Profile of need - Learners on this pathway may/will:

- Have had negative experiences in school such as bullying, difficulties making friends or exclusions. They may have been out of education for a long time impacting on their readiness and motivation to learn.
- Present with low self esteem, low aspirations and be low in confidence.
- Currently be experiencing significant social, emotional, and mental health challenges which impact significantly on their readiness and ability to learn.
- Experience significant anxiety which may be generalised, impacting on daily life, or very specific, for example, social anxiety including anxiety about school. Learners will benefit from Learning Managers producing an anxiety curve.
- .Currently have complex medical needs, dietary requirements or sensory needs that staff will need to be aware of and take into account when planning a programme.
- May be “hard to reach” with complex or unmet SEND or Social and Emotional and Mental Health needs and as a result need to establish strong and trusting relationships with a small number of key staff in a 1:1 setting.
- May initially need their provision to be in or close to the home, where they feel comfortable.
- Needs a calm and person centred approach to help manage any anxieties.
- Find communication extremely challenging, particularly when anxious or stressed, so will need adults to work closely with the people that know how to support them best.
- Demonstrate patterns of risky behaviours, which staff will need to be aware of when planning any transitions.

Curriculum

Pathway 1 is intended to be a short term, highly tailored programme aimed at re-engaging learners in the process of learning after a period or periods out of education. An assessment profile may be completed detailing starting points, including relevant holistic baseline information where appropriate. It is recognised that learners may not be ready to access any formalised assessment at this stage and will therefore require a highly personalised approach, for example using games and other activities to assess what they know and can do and to develop trusting relationships with an adult.

Learners will be provided with opportunities to engage with activities, in line with areas of interest and strengths.

A learner’s programme, at pathway 1, will have a sharp focus on establishing relationships for learning, interpersonal skills and will be underpinned by the preparation for adulthood framework.

Learners will be provided with learning activities, designed by the staff who know them best, which aim to spark interest and curiosity linked to learning. Planned activities will also support the learner to work towards the outcomes as set out within their individual Education and

Health Care Plan and develop relevant knowledge and skills under the following headings:

- Employment
- Good Health
- Independent Living
- Friends, Relationships and Community

How do we monitor progress?

Research has consistently shown that positive student engagement in learning is multidimensional. For example, interest in and enjoyment of education, positive relationships with teachers and peers, feelings of belonging to school, deep thinking, and investing effort into learning are all important dimensions of re-engagement.

Learners will be assessed against the progress that they make towards the following End of Key Stage Key Performance Indicators for a pathway 1 learner:

- Learners have an established venue / learning environment that is suitable for learning and where they feel safe.
- Learners have established relationships with at least one key adult.
- Learners are engaging well with one area of interest or strength.
- The learner is making progress with their Personal Development and Wellbeing and is tracked using the PDW tracker area.
- The learner is making progress towards their EHCP outcomes as evidenced on Evidence for Learning.
- Once most of these have been achieved this will indicate that a learner is ready to move onto pathway 2. With the right support some learners can progress straight from pathway 1 to pathway 3 or 4.
- Occasionally some learners may need to revert to a re-engagement curriculum because of personal circumstances, even if they have been with REAL a long time. This will provide support for the learner to regulate and re-establish a more secure pattern for learning.

Pathway Two - Emerging Learner

Profile of need - Learners on this pathway may/will:

- Have developed trusting relationships with a small number of staff.
- Be more consistently accessing education, the outside world and have identified venues where they feel comfortable and safe.
- Be developing their resilience and ability to manage change, routines and expectations, but may still experience low self esteem, emotional dysregulation, lack of concentration and underdeveloped social skills.
- Experience some difficulty in acquiring basic literacy and numeracy skills, and in understanding concepts.
- Participate in some traditional work within an area of interest, but may not be ready to

access more formal learning or a formal learning environment.

- Be able to revisit or work towards some learning objectives within an appropriate stage when delivered authentically in order to build confidence.
- Find interactions with peers challenging but tutors and learning managers should ensure that - wherever appropriate - learners have the opportunity to interact with peers in order to support the development of skills.
- Benefit academically and therapeutically from experiences outside of the classroom, to help them observe and interact with 'real life' contexts.
- Present with more risky behaviours than their peers, most likely due to anxiety. Any transitions will need to be carefully managed in order to keep everybody safe.
- Present as being on this pathway for a long time but with support they can make progress to other pathways.

Curriculum

The purpose of the curriculum on pathway 2 is to establish a more consistent pattern for learning by focusing on informal learning opportunities and those teachable moments which are often real life and practical in nature.

The pathway 2 curriculum develops initially from strengths and interests, in order to build confidence, and a continued trajectory towards strong engagement with learning..

Learners within this pathway will be mostly working towards identified and personalised objectives at an appropriate stage within core curriculum areas. Objectives will be linked to the individual EHCP and identified in consultation with Learning Managers. The identified objectives are authentically and within a relevant context by a skilled staff team.

Learners will have the opportunity to explore the wider curriculum areas through the provision of bespoke, purposeful and immersive activities which are designed to spark interest and promote further engagement.

It is acknowledged that whilst most learners are able to progress onto Pathway 3 and 4 there will be some learners who don't progress onto pathway 3 and 4 by the time they leave REAL.

Learners in Year 10 and above will work towards a set of intended learning outcomes, designed by experienced staff, who understand the profile of a typical pathway 2 learner at R.E.A.L. These outcomes are underpinned by the Preparation for Adulthood Framework, The Autism Education Trust Progression Framework and the SEND PSHE Planning Framework. The framework is designed to support skills for life including a focus on key areas such as online safety, communication, practical literacy, money management and drugs and alcohol.

How do we monitor progress?

Staff will provide evidence each session, linked to the progress learners make towards their learning intentions and their individual Progression Framework, on Evidence for Learning. Learners will be assessed against the progress that they make towards a series of End of Key Stage Key Performance Indicators for a pathway 2 learner.

Once the Intended learning outcomes have been mostly achieved this will indicate that a learner is ready to progress onto pathway 3 or the pathway 2 intended learning outcomes designed for learners at a higher key stage.

The learner's Personal Development and Wellbeing is prioritised and forms a key area of their

curriculum and progress is being tracked.

Pathway Three - Developing Learner

Profile of need - Learners on this pathway will/may:

- Have undergone a period of assessment to establish whether they have a spiky profile, which means that they have strengths in some areas and developmental needs in others. This may be due to gaps in learning that have arisen due to periods out of education in previous settings or a specific cognition and learning need.
- Have undergone a period of assessment to establish whether they are working below the expected levels in all subjects due to associated global delay. For these learners, progression may not be traditional and it may take a longer time to learn new knowledge and skills.
- Have developed more trusting relationships with some adults who understand their needs and are getting ready to access a more formal curriculum in the areas that they enjoy and are of strength or interest. This is likely to be vocational for a number of these learners.
- Be developing their ability to recognise the importance of an education and will be identifying priorities for learning which will need to be nurtured by the staff.
- Require a different approach within the curriculum areas that they find most challenging and causes anxiety; this is often, but not always, literacy.
- May need staff to consider some “emerging learner” strategies, 1 to 1 or paired sessions, in the subjects learners find most challenging or cause them anxiety.
- In the most part be more able to access some paired work, small groups and vocational groups across the week.
- Need lots of cultural capital opportunities designed to support continued raising of aspirations.

Curriculum

Learners will need more regular opportunities to work alongside their peers in order to practise the skills developed within pathway 2. Learners within this pathway will begin to follow the planned curriculum for their age or stage across an increasingly broad range of subject areas including vocational subjects. Vocational subjects may include music, land based studies, construction and mechanics.

Learners are able to access the planned curriculum through identified support and scaffolding. This may include opportunities for experiential and sensory based learning, strategies such as

short time limited tasks, differentiated texts, writing frames and lots of opportunities to revisit earlier work and practise skills to ensure that learning becomes more secure.
Learners are provided with personalised support and interventions designed to support them to make progress with their personal development, wellbeing, cognition and learning. This may occasionally include some learners continuing to work towards the intended learning outcomes, as set out for a pathway 2 learner, in one subject area where they continue to need extra support.
At KS4 and 5 learners will be working towards qualifications and accreditation which recognise their achievements linked to personal development, the core curriculum and vocational subjects at Entry Level and Level 1.
In addition, for learners who require it, their curriculum will include skills for life; for example travel training, revisiting road safety and safety within the home as learners prepare for independence.

How do we monitor progress?
Staff will provide evidence, each session, linked to the progress learners make towards their individualised Progression Framework which can be found on Evidence for Learning.
More frequent informal assessments and the monitoring of small steps to inform planning will support pathway 3 learners to make good progress from their starting points.
Learners will be assessed against the progress that they make towards a series of End of Key Stage Key Performance Indicators for a pathway 3 learner. When these are achieved this will indicate that a learner is ready to progress onto pathway 4.

Pathway Four - Formal Learning

Profile of need - Learners on this pathway may/will:

- Be likely to have acquired sufficient skills to process and memorise new information, as well as developed sufficient working memory to be able to make connections between learning.
- Be following a more traditional formal curriculum and working consistently on a school site and within curriculum groups although, less frequently, may need an alternative venue to maintain their curriculum.
- Be developing their ability to manage key transition points during the school day and wider life.
- Be developing their ability to apply what they are learning to new contexts and combining it with other information to develop problem solving skills.
- Be developing their willingness to try new things and will be developing an increased sense of self awareness and self advocacy.
- Be developing their understanding of how they learn best and will be developing increasingly higher aspirations for the future linked to learning and life.
- Be increasingly more able to work independently for periods of time and will begin to seek out and respond to feedback on the work that they produce.

- Be increasingly more able to engage in meaningful and purposeful communication.
- Continue to experience social and emotional challenges, but with support, they are working hard to manage these and reduce the impact on their engagement in education.

Curriculum

Learners on this pathway will follow the national curriculum in a broad range of subjects. Subjects studied will include - maths, English, science, PE and physical activities, ICT and computing, PSHE and the foundation subjects - humanities, the arts, design technology and STEAM. Learners will also have the option of studying vocational subjects aligned with their interests and aspirations for example business studies and creative digital.

At Key Stage 4 and 5 learners will work towards a range of qualifications at Level 1 and 2 as well as GCSEs.

In addition learners will work towards a set of learning intentions designed by experienced staff, who understand the needs of a typical pathway 4 learner, as they prepare for adulthood and to transition to life long learning and employment. Learning intentions will be set under the 4 preparation for adulthood headings:

- Employment
- Good Health
- Independent Living
- Friends, Relationships and Community

How do we monitor progress?

Staff will provide evidence, each session, linked to the progress learners make towards their individualised Progression Framework which can be found on Evidence for Learning.

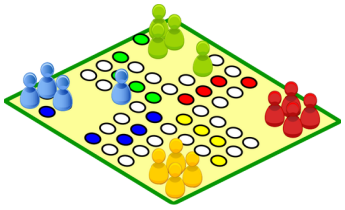
As well as ongoing formative assessment, learners will be regularly assessed using standardised and more formal summative assessments, end of topic tests, mock papers and using exam style questions.

Learners will be assessed against the progress that they make towards a series of End of Key Stage Key Performance Indicators for a pathway 4 learner alongside a set of preparation for adulthood intended learning outcomes. Together these will indicate their readiness to transition to a more mainstream provision, training provider, college, apprenticeship or employment.

Appendix 3

R.E.A.L. Principles for Getting off to a Good Start

These key principles are based on Maslow's hierarchy of needs and are designed to support and empower tutors to ensure that learners are prepared as well as they can be for their learning experiences and to build consistent routines.

Principle	What this means for us at R.E.A.L:
Positive Meet and Greet	• Meet and greet learners at the entrance of each hub in a positive and welcoming manner. • Be on time. • Model the behaviour you expect. • Use empowering language. • Think about your body language and where you are positioning yourself. • Check the learner has been given breakfast and offer this if they have not eaten. • Read learners' body language, listen to what they say. • Use this time to assess and acknowledge how the learner is feeling.
Engagement 	• Know your learners well, how best to engage them and adjust your activities accordingly. • Activities could include playing a game, newsflash, colouring and reading, thunk for the day, quiz…. • Allow for mistakes. • Support learners to feel safe. • Use a range of strategies such as having a quiet area, give learners a choice of activities, build in time for learners to talk to each other if they wish.
Preparation for Learning	• Activities are set up and ready, incorporate learners' interests and are personalised. • Staff are in their area ready to deliver at the start of the lesson. • Consistent expectations are set with regards to positive behaviour for learning.

Build Positive Relationships 	• Take the time to get to know learners their interests • Incorporate their interests and personalise learning wherever you can. • Support learners to be ready for learning through personalised regulation tasks. • Be ready and be consistent. • Check in regularly and support learners to communicate their thoughts, feelings and wishes. • Be clear on your expectations regarding positive behaviour for learning. • Use positive reinforcement and positive noticing. • Use clear communication with learners, parents, carers and colleagues at transition points. • Be welcoming, compassionate and professional.

Appendix 4

R.E.A.L. Principles for Teaching and Learning

These key principles have been adapted from Rosenshine's Principles of Instruction and the EEF '5-a- day principles'. This document to increase the consistency in teaching and learning, reduce cognitive overload and improve outcomes for our learners.

In order to be successful with a lesson, we need to have rehearsed each lesson in our heads before we teach them. Delivering lessons isn't just about preparing what the children will do, it's about considering how they will think.

Prior to a lesson:

- What knowledge do I want the learner to know by the end of the session?
- How will I effectively deliver this knowledge to the learner?
- How will I know if the learner has acquired this knowledge? How will they show me this?

The principles are not:

- A rigid five-part lesson structure
- A prescriptive or formulaic way of teaching
- No strict timings to the phases
- Not a planning proforma or PowerPoint template
- Not a linear process***

* **DEPENDING ON THE LEARNING AND THE TEACHING POINTS WITHIN THE LESSON, PHASES MAY BE REVISITED. THIS WILL BE AS A CONSEQUENCE OF THE ORIGINAL DESIGN OF THE LESSON OR AS A CONSEQUENCE OF ADAPTING THE TEACHING WITHIN THE LESSON TO RESPOND TO THE EMERGING NEEDS OF THE LEARNERS.

Teaching & Learning Visual

Rosenshine's Principle	T & L Principle	What this means for us at R.E.A.L:
1 - Daily Review	**Reactivate** ***To recall the <u>key</u> prior knowledge to access that lesson*** 	• A quick activity that requires everyone recalling the key prior learning for themselves first. • The chosen activity needs to be easy to check responses from all learners • By the end of this activity, all learners need to be clear on the key piece of prior knowledge that has been reactivated • For those who still are not able to recall the key prior knowledge, further scaffolds need to have been considered and prepared for these children to access the learning. This will need re-teaching at an appropriate time e.g. through intervention.
		Strategies: • *Odd one out* • *Multiple choice quiz questions* • *Spot the misconception* • *Matching activity* • *Ordering activity* • *Picture prompt cued recall* • *Complete the diagram*
2 - New material in small steps 3 - Ask questions 4 - Provide models 6 - Check for understanding 8 - Scaffolds for difficult tasks	**Teach and Model** ***To introduce and demonstrate the new learning*** 	• The new learning is made clear to the learner through the introduction of a learning objective. Reference is made to the 'bigger picture' of learning (the sequence of learning and unit outcome). • Ensure key vocabulary is explicitly taught unless this has already been done so through a pre-teaching activity. • Information is presented in small, progressive steps, allowing children to achieve success at each stage. • The new learning is modelled by the adult who is the expert in the room. Modelling is a process where the adult demonstrates something and the pupils learn by observing, listening and responding. • Modelling should remain visible to the learners throughout the session as this acts as a scaffold. Modelling should not overly rely on 'adult talk' (verbal). • Continually bring the learning back to the

		learning objective and how the learners are progressing towards this • There are checks for understanding (assessment for learning) throughout to make decisions as to know how to proceed (responsive teaching).
		Strategies: • *Worked examples (live modelling narrated by the adult)* • *Thinking aloud (narrate your thinking)* • *Multiple good examples shared (deconstructed and whole)* • *Questions to focus children's attention to key learning points within modelling* • *Explanation of how concepts fit into learners 'everyday lives'.* • *Spot the error /misconception* • *Peer discussion and collaboration* • *Mini whiteboards for children involvement*
5 - Guide student practice 3 - Ask questions 4 - Provide models 6 - Check for understanding 7 - Obtain high success rate 8 - Scaffolds for difficult tasks	**Learning Together** ***To guide learners through the experience of applying and using the new knowledge*** 	• Modelling is still necessary within this phase and adults will gradually reduce the amount they model and scaffold so children are in a position to practise and apply the learning for themselves • Use of scaffolds and physical resources will continue to be required by most learners. • Learners need to be given the opportunity for/ exposed to high quality discussion about their learning with either peers or adults. • Questioning should cause children to think deeply about the new learning and support adults in checking for understanding. • Modelling should remain visible to the learner and not overly rely on 'adult talk' (verbal). • Continually bring the learning back to the learning objective and how the learners are progressing towards this • There are checks for understanding (assessment for learning) throughout to decide whether to return to a teach and model or proceed to independent practice (***responsive teaching***).

		Strategies: • *Model an example (I do) > Work together on one (we do) > Have a go at one independently (you do)* • *Worked examples* • *Questioning strategies to check understanding and deepen learning.* • *Use question stems for understanding: What if… How do you know… why does…. What might….* • *Questions for depth - tell me another on… can you give me another example…* • *Give appropriate processing, waiting and articulation time.* • *Provide time for learners to come up with and ask questions.* • *Ask learners to explain what they have learned so far.* • *Checks for understanding that involve all children – e.g. key questions, mini whiteboards.* • *Peer discussion and collaboration.*
9 – Independent practice 3 – Ask questions 6 – Check for understanding 7 – Obtain high success rate 8 – Scaffold for difficult tasks	**Independent Practice** ***To allow learners to practise and apply the new learning of the lesson to promote its transfer to the long term memory*** 	• Learning activities are designed to allow the children to practise the new learning at an appropriate level of challenge so that they eventually reach a high success rate. • Learning activities allow children to apply their new learning to different contexts and consolidate what they have been taught. • Some learners will require bespoke adaptations and scaffolds which support learners to access the learning increasingly independently. • Reference is continually made to the new learning of the lesson and how we are progressing towards this • Checks for understanding continue throughout to make decisions about how the lesson progresses – this includes ***'working the room / live marking (responsive teaching)*** ***Strategies:*** • *Success Criteria / Checklists* • *Help boxes* • *Use of physical resources and manipulatives* • *Sentence starters*

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- *Worked examples and visuals*
- *Adaptations to support SEND, for example, incorporating learner interests, assistive technology, word banks, writing / talk frames, timers, now and next, enlarged print, pencil grips.*

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<tr><td rowspan="2">1 – Daily review
3 – Ask questions
6 – Check for understanding</td><td rowspan="2">Review and Reflect

An opportunity for adults to review and progress towards the intended learning objective and reiterate any unintended learning from the lesson. Helps to identify next steps.

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- Reiterate the new learning of the lesson and where it fits in the learning sequence, making connections explicit
- Use this as an assessment opportunity to ensure that the new learning from this lesson is secure and that learners are ready for the next lesson. If this is not the case then it is decided as to whether a re-teach (next lesson) or intervention is required.
- Revisit where it fits in the learning sequence, making connections explicit and sharing what is next.
- Create worked examples, visuals or representations with the learners that clarify and capture the new learning of the lesson (these could be added to the learning environment for future reference).
- Review and reflect does not only come at the end of a lesson, this can occur at any stage where learning needs to be reviewed.

N.B. Learners will be encouraged to reflect on their learning throughout the lesson and after each teaching point to aid the transfer of the learning into their long term memory.

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Strategies:

- *Multiple choice quiz question*
- *Exit tickets*
- *Self-assessment*
- *Correct the misconception*

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Key Questions & Self-Reflection Tool

T & L Principle	Questions To Consider
Reactivate	• What is the key prior knowledge learners need to have to progress through this lesson? • How will I check that all learners have that knowledge? (e.g. use of short-sharp focused low-stakes quizzes, self-quiz of knowledge organisers, white-boards, multiple-choice questions, actions…) • What scaffolding will I provide for the learners who still have a small gap in their key prior knowledge? (e.g. referring to a poster created during the last lesson on the working wall, discussion with a response partner / peer-supported retrieval -activity, a concise word bank they can access, a brief checklist, an annotated / worked example…)
Teach & Model	• What are the small steps I will narrate aloud and demonstrate to make explicit how experts think? (E.g. asking questions aloud that learners should consider when working independently.) • Am I starting my explanations at the point of the learner's current understanding and what is the clearest explanation needed to understand this learning? (This can either be given by the learners or the adult – whichever is most appropriate.) • What concrete representations or models can I use to help learners understand any abstract concepts? (e.g. physical models, worked examples, non-examples, dual coded diagrams, analogies, stories etc) • How do I encourage learners to think deeper if they appear to have grasped the learning? • How will I model the high standards required? (This will include outcome, responses given etc.) • Where might I make explicit connections to prior learning? • How will I ensure learners understand the key vocabulary pertinent to this learning? • How will I ensure I reduce the extraneous cognitive load? (e.g. reveal the learning in small, broken down steps, combine text with images to avoid split-attention effect, keep the main thing the main thing etc.) • How will I gauge how learners are progressing towards the LO so far? (Remember, learners may not have secured the learning by this stage.)
Learning Together	• Are learners being provided with enough time to do the thinking for themselves and actively practice?

	• Are the learners being provided with enough opportunities to discuss their learning? • What are the potential misconceptions and/or difficult points that will need highlighting and exposing? • How has the learning been structured to encourage learners to think deeply during this phase of the lesson and the next? • How will the learning be applied to different contexts? • How will the scaffolding be reduced throughout this phase? • How will I know how all learners are ready to progress to independent practice? What questions will I ask and how will I gather whole class feedback to check the responses of all learners?
Independent Practice	• What sequence of activities will allow learners to practise, embed, apply and deepen their learning from today's lesson? (It is the expectation that all learners are able to practise, embed and apply their learning during a lesson – with or without scaffolding. All learners should have access to deepening their learning so as not to put limits on learning, however not all learners will deepen their learning every lesson.) • What scaffolding is required so all learners can access all the learning? (E.g. concrete resources, a word bank, additional guidance, a checklist, worked examples – including on a tablet to watch, talking tins for reference and oral rehearsal, questioning.) • How can learner's thinking be elicited to ensure they are still on track to meet the learning objective? (E.g. mini-plenaries, scanning the room, hinge-point questions etc.) • How will learners know they are on the right-track? (E.g. self and peer assessment strategies.) • What strategies and routines might be required for learners to self-regulate their learning during this phase? (E.g. Do they know ways to get themselves 'unstuck'?) • How might learners be grouped throughout a lesson to aid their *independent learning*? (Groups will need to be fluid within and between lessons.)
Reflect & Review	• What is the best way to ensure learners have clarity around today's learning so they are secure to continue the next lesson? (E.g. the main learning point is captured on the working wall for future reference, learners reflect for themselves in their own learning journals / class records the main learning point in their floor book etc.) • If a learner hasn't secured the main learning point of the lesson, how will I know and what will I do about it?

Checklist before delivering a lesson

Are the **learning Objectives** as required by the overall unit, and precise and appropriate, challenging and adapted, and will they be communicated to students?
How will I ensure that there will be real **progress in learning** in relation to the learning objectives in terms of skills, concepts and knowledge?
Will the learning be really **challenging** for all students, and based on students having aspirational targets and my own high expectations?
How am I ensuring that **all** students progress in relation to their targets, reflecting good **differentiation** being built into the lesson?
Am I also taking account of the **assessment information** available on students to aid differentiation, with full attention given to the needs of **SEND, EAL and higher ability** students
How will I be achieving **student engagement** and involvement in their learning with students on task, and how will I be injecting pace, variety, imagination and excitement and, where possible, giving the lesson a wow factor?
How will I be using **AFL** to develop and enhance pupil learning, and am I prepared to adjust lesson activities where AFL shows that learning objectives are not being achieved?
Will students be given as many examples as possible, along with **modelling**, to show what outstanding work and learning looks like?
Will students be given every opportunity to demonstrate and develop their skills in **reading, writing, speaking, listening and numeracy?**
In what ways will the lesson be helping develop **conceptual understanding and thinking skills?**
Will the planned **Q and A** involve as many students as possible, with challenging, open questions which are also personalised to individual students?
Are there opportunities to develop **SMSC** in this lesson, and how will this best be done?
Will I be taking every opportunity to use personalised **praise** to motivate students, boost their confidence and raise their expectations?
Will the lesson give opportunities to facilitate student **active learning** and the developing of independent learning skills, where students have some control of their own learning, as well as experiencing cooperative learning?

Am I taking every opportunity to make use of **ICT and the new technologies** to enhance learning?
Throughout the lesson is there an emphasis on **raising attainment** e.g, a focus on examination requirements and preparation; teaching in KS3 that takes account of the need to help students develop the skills that they will need in KS4; regular use of recall and assistance with revision?
Am I aware of which students are **underachieving** and why, and during the lesson will I be intervening to help them make more progress?
If it is due, will **homework** relate to the present and future learning sought from this unit, and will it be differentiated?
Have I built in a **plenary** at the end to check the progress made by students in achieving the learning objectives, with checks having already been made during the lesson on the progress being made as the lesson proceeds ,with adjustments to the lesson as necessary in the light of these checks
At the end of the lesson will students be able to **articulate what they have learnt**?