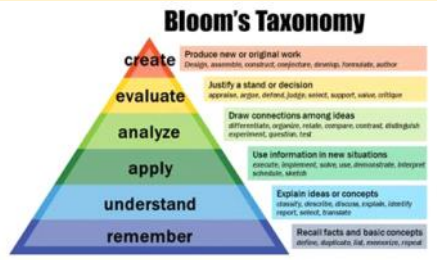
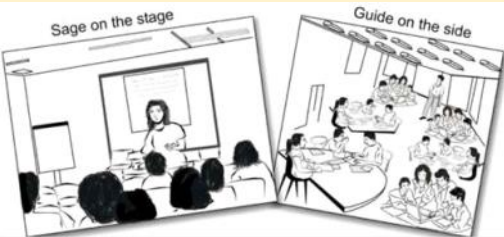


T&L Focus	Examples	Lesson Evidence
<p>Challenge Almost all students are appropriately challenged which is in line with their attainment data. Students are encouraged to take risks.</p>	<p>- Objectives are clearly set, shared with the class, and are challenging? - As a reminder, objectives that set challenge are likely to be at the top of Blooms Taxonomy.</p>  <p>- Opportunities or checkpoints evaluate the degree of student struggle. How difficult is the learning for students? - Task completion rates are monitored (do students have the opportunity to move through tasks if they already possess foundational knowledge or concepts i.e., if a student already understands and can do a task, are there opportunities for more challenging tasks?) - Plan for: <ul style="list-style-type: none"> • high order tasks- application/evaluation • open ended tasks with no ceiling level • student led activities. </p> <p>- Teach to the top.</p>	<p>Learning objective</p> <p>To use basic image functions, colours and web coordinates to create a poster which will put pressure on our world leaders to help mitigate climate change.</p> <p>Challenge</p> <p>Course 1:</p> <ul style="list-style-type: none"> • Getting started: 4 challenges • Poster image: 4 challenges • Colour and scale: 4 challenges • Creating narrative: 5 challenges <p>Course 2: Guided poster creation: 7 project requirements Course 3: Independent poster: 4 project requirements</p> <p>Teach to the Top</p> <p>The lesson coupled with the course platform from Amazon 'Future Engineer' reflects a comprehensive approach to adaptive teaching, integrating various strategies to cater to a diverse range of learning needs, from low literacy to SEN, while promoting higher-order thinking and student autonomy.</p>
<p>Adaptive teaching Resources and activities are adapted regularly for all students to enable them to achieve their next steps in learning.</p>	<p>Adaptive teaching is planned for and integrated into all aspects of the lesson.</p> <p>Prior learning and/or data is used to inform your planning.</p> <p>HPL - high order tasks- application/evaluation - open ended tasks with no ceiling level - student led activities.</p> <p>Low literacy - Check students have read and understood the task set - Immersive reader</p> <p>SEN - Scaffolding - Differentiated task or content - Groupings</p> <p>ISA's effectively planned for</p>	<p>Course 1 has the initial phase of learning, where scaffolding is heavily employed. This approach ensures that students are given immediate feedback, facilitating a foundational understanding of the skills being taught. This is particularly beneficial for learners with special educational needs (SEN), as it provides a structured learning environment and clear guidance, making the content more accessible.</p> <p>Course 2, there is a deliberate shift towards a more independent learning style. Here, students are encouraged to apply the skills they have learned but with less scaffolded support. This shift challenges students to engage in higher-order thinking tasks, such as application and evaluation, aligning with the principles of High Performance Learning (HPL). It also begins to introduce elements of student-led activities, fostering a sense of autonomy and responsibility in their learning process.</p> <p>Course 3 culminates in an open-ended task where students create a poster using Python, applying all the skills they have learned. This task embodies the core principles of HPL, offering no ceiling level and allowing for extensive student-led exploration and creativity. This approach not only challenges students to apply and evaluate their knowledge but also encourages them to explore beyond the standard curriculum, catering to various levels of ability and interest.</p> <p>In terms of addressing low literacy, the lesson has minimal writing to start with and even the commands that are required are provided at first. As they go deeper into the open ended task, they are able to retrieve an example easily from the library section next to the requirements of the task at hand.</p>
<p>Planning Opportunities for: research, enquiry, critical thinking, problem solving, real-world application and collaboration, are regularly planned for.</p>	<p>Learning forms the bulk of the lesson and students should be working harder than the teacher.</p>  <p>The responsibility for learning is on the student. Less teacher talk.</p>	<p>The main objective is to create an informative poster on how they can be a world leader to help mitigate climate change.</p> <p>A brainstorm / think pair share activity to be used to allow students to think about what aspects of this poster will be useful and share some commonalities of what type of message will would like to send out.</p> <p>The course uses pre-created assets to guide students in programming their own climate-conscious poster. It's a great way to combine coding and environmental awareness which than leads to an open-ended task.</p>

Teacher talk where possible is limited to modelling, demonstration, explaining common misconceptions.

Open-ended questions are evident. Students are given adequate thinking time.

Question stems – How? Why? To what extent? Compare and contrast? What if?

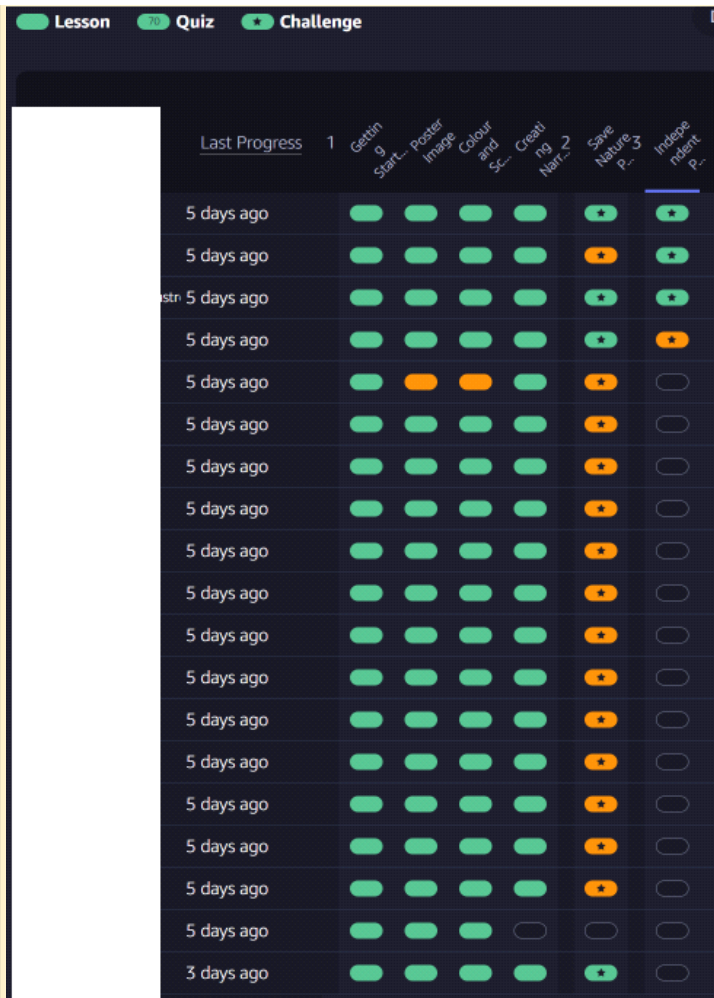
Opportunities for real world application are evident.

The platform has a valuable tool for tracking the progress, providing actionable insights, and supporting a responsive teaching approach. It allows for a more nuanced understanding of student performance and the effectiveness of lesson delivery.

Leaderboard Type	Total XP
	Total XP
	330
	325
	305
	285
	245
	205
	195
	185
	185
	185
	165
	145
	145
	145
	125
	110
	105
	105
	60

The inclusion of a leaderboard, which ranks students based on their experience ask for motivations and improves engagement. Students seeing their names and progress displayed can encourage them to participate more actively and engage with the learning material. It taps into a sense of competition and achievement, which can be particularly effective for students who are motivated by external recognition.

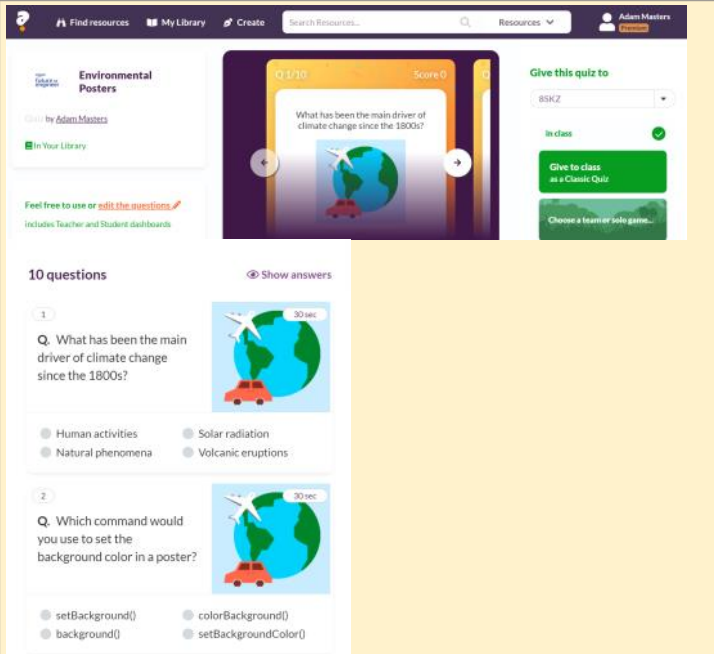
- 1. Goal Setting and Progress Tracking:** The leaderboard provides a visual view of progress and achievement. I was able to have a clear overview of each student's engagement and progress, enabling them to tailor support and interventions more effectively.
- 2. Positive Reinforcement:** Recognising and celebrating achievements on the leaderboard serves as positive reinforcement was the way to boost students' confidence and affirm their efforts, contributing to a positive learning experience.
- 3. Peer Learning and Collaboration:** While leaderboards can foster a competitive environment, they can also encourage collaboration. Students might be inspired to help their peers improve their standings, fostering a community of learning and support.
- 4. Differentiated Instruction and Personalisation:** I was able to use the data from the leaderboard to understand each student's learning pace and needs.
- 5. Identifying Learning Gaps:** The leaderboard can help in identifying students who may be struggling, as they may be lower on the leaderboard. This can prompt timely intervention from the teacher to provide additional support or resources.
- 6. Encouraging Consistent Participation:** Regular updates to the leaderboard can encourage consistent participation and effort from students, as they see the immediate impact of their engagement on their ranking.
- 7. Balancing Competition with Inclusivity:** It's important for the teacher to balance the competitive aspect of a leaderboard with a sense of inclusivity. Celebrating various forms of success (not just top performers), such as most improved or most collaborative, can ensure that all students feel valued and recognized.



The platform's feature for tracking lesson progress, quiz completion, and the final challenge offers a detailed overview of each student's engagement and achievements.

- 1. Individual Progress Monitoring:** The platform allows to be a guide on the side to monitor each student's progress through the lessons. This can help in identifying students who may be struggling or excelling, allowing for timely interventions or extensions.
- 2. Identifying Patterns:** By examining the progress of the class as a whole, I can identify patterns in learning. For example, if multiple students are struggling with the same lesson or quiz, it may indicate a need for reviewing the material or reteaching a concept.
- 3. Encouraging Self-regulation:** Students can also access this overview, which could encourage them to take responsibility for their own learning, identifying areas where they need to focus more effort.
- 4. Customised Feedback:** The green colours for fully completed tasks, in-progress activities, and those not yet started allows clear feedback.
- 5. Incentivizing Completion:** The visual representation of task completion serves as an effective motivator.
- 6. Facilitating Reflection:** After the lesson, teachers can use this tool to facilitate a reflection session with students, discussing what went well and what could be improved, fostering a growth mindset.
- 7. Supporting Differentiation:** I empowered some students who I knew were already ahead to support others in other areas to progress, therefore, promoting peer teaching.
- 8. Preparing for Challenges:** By looking at the progress on quizzes, I can gauge whether students are ready for the final challenge or if they need more time.
- 9. Real-Time Updates:** Make on-the-fly adjustments to the lesson, based on the class's current status.

Plenary & Progress



Quizalize is the best tool out there for student data and differentiation.

- Get instant data on student mastery
- Automatically differentiate follow-up activities



By Adam Masters, 2024.