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| --- | --- | --- |
| LJMU 2013 white black | LJMU **Sequence of learning framework (School Direct)** |  |
| **Sequence of lessons** | **< Scaffold Guided Practice Independence >** |
| **Aims of the sequence of learning and curriculum links** Including links to the relevant programme of study, *Including School and National Curriculum (KS3), Level 1-3 Specifications, etc. (KS4 and/or Post-16)* scheme of work / sequence of learning. ***What will learners have achieved by the end of the sequence of learning?***  | **Key concepts, knowledge, and skills for the subject** *Concepts or skills appropriate for the subject.* types of Knowledge; Substantive*, disciplinary, conceptual, procedural, metacognitive or broad knowledge. Include reference to prior knowledge.* |
|  |  |
| **Lesson objective/focus** | **Learning outcome** | **Knowledge and Skills** | **Teaching Approaches** | **Learning Activities** | **Assessment** |
| **L1** |  |  |  |  |  |  |
| **L2** |  |  |  |  |  |  |
| **L3** |  |  |  |  |  |  |
| **L4** |  |  |  |  |  |  |
|  | *Insert rows if needed…* |  |  |  |  |  |

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| LJMU 2013 white black | LJMU **Sequence of learning framework (School Direct)**  |

**Assessment Framework**

Lesson learning outcomes identify what learners will demonstrate or achieve during the lesson. The outcome must directly link to the unit objective and be measurable (i.e., observable) learning activity. Use this framework to record the progression statements for each case student against the learning outcome.

*An assessment framework[[1]](#footnote-1) (table below) provides progress descriptors for pupils and formative and summative assessment outcomes in a sequence of learning.*

|  |  |
| --- | --- |
| **Progress in lessons** |  |
| **Learning Outcome** | **Pupil progress** | **Pupil Progress** | **Pupil Progress** | **Formative and Summative Assessment** |
| **LO** | [what learning will all pupils demonstrate by the end of the ‘lesson’ with support and challenge?] | [e.g. linked to the learning outcome, what did the lower ability pupil, achieve in the lesson - measurable expectation of what all learners will demonstrate by the end of the lesson? Possibly with support] | [e.g., linked to the learning outcome, what did the middle ability pupil with SEND needs, achieve by the end of the lesson? | [e.g., linked to the learning outcome, what did the higher ability pupil achieve or demonstrate by the end of the lesson?] | **Use this section to inform how you used the data to inform your planning (e.g., adaptations or scaffolding) to evaluate the progress of the learners in the sequence.**  |
| **LO1** | LO1: **Activity:**  |  |  |  |  |
| **LO2** | LO2: **Activity:**  |  |  |  |  |
| **LO3** | LO3: **Activity:** |  |  |  |  |
| **LO4** | LO4: **Activity:**  |  |  |  |  |
|  | *Insert rows if needed…* |  |  |  |  |

1. Linked to the relevant programme of study. [↑](#footnote-ref-1)