

Kingswood Academy's In-lesson Curriculum Adaptation Model - Explained

Local Terminology Explained

'Baseline' - A carefully constructed hinge question that links to the success criteria for the lesson. The child's response to the 'baseline' will be used to allocate students to a coloured 'pathway'

'Baselining' - the process of using carefully constructed hinge questions to move students through coloured 'pathways'

'Pathway' - Each 'pathway' links to one of the success criteria for the lesson. Students are allocated to a 'pathway' of learning based upon their response to the 'baseline' question. Pathways are coloured Red, Amber, Green, and Blue

'Do now' - this is a short starter task that students will complete upon entry to a classroom

What is 'Baselining'

Formative assessment plays a fundamental role in all lessons at Kingswood Academy. We recognise that different children have different starting points (prior knowledge) at the start of **each lesson**. These starting points are not always solely linked to previous test scores, ability bands or target grades. More often, these starting points are influenced by prior teaching, student knowledge retention and individuals' specific topic strengths. For instance, certain children may have a firm grasp of number and algebra topics in Maths, but the same child may find shape and space topics more challenging.

Through our **'Baselining'** approach we ensure that all students receive an appropriate level of support (carefully planned scaffolding) and challenge (ambitious curriculum) at all phases of every lesson. The approach also enables the teacher to quickly identify misconceptions, on a child by child basis, and to then immediately respond to these specific needs. This in turn enables all students to make rapid and sustained progress from their individual starting point and eradicates wasted learning time (for example students listening to an explanation or completing work that they already understand). The approach also positively impacts on behaviour within the classroom and ensures that all students grow in confidence across all subjects and access our ambitious curriculum.

'Baselining' Non-negotiables

The following 'Baselining' non-negotiables will be evident in all lessons at Kingswood Academy:

- 'Baselines' will be present and they will take place throughout the lessons
- 'Baselines' will link to the success criteria and will be carefully constructed hinge questions designed to unearth misconceptions
- The first 'Baseline' will take place prior to teacher input
- Students will be given a time expectation to complete the 'baseline' question
- Students will be allocated to coloured 'pathways' (red, orange, green and blue) by the teacher based upon the child's response to the 'baseline'
- Once a student is allocated to a 'pathway' they will turn their journal to that colour
- After a teacher has allocated students to their 'pathway' following a 'baseline' the teacher will reinforce why students have been allocated to those specific 'pathways' (by referring back to the success criteria)
- The coloured 'pathways'/success criteria will progress in terms of challenge and curriculum sequencing
- The aim of the model is for all students to complete the blue 'pathway' by the end of the lesson. In reality different students will work towards this aim at different rates with different levels of support and challenge, determined by their starting point and their responses to the 'baseline' questions

However, the academy also recognises that certain subjects have different nuances and for teachers to be able to deliver world-class learning you will notice the following subject specific variances:

- For 'baselines' where the answer is an extended piece of writing, students will complete another task whilst the teacher is assessing the 'baseline' before starting on their allocated 'pathway'.
- Where students have no prior knowledge of a topic/lesson content e.g. a specific Geography case study the teacher may choose to provide teacher input prior to the first 'baseline'.
- Science practicals will not use the baseline approach on account of safety being the highest priority
- PSHE lessons where the focus is on knowledge and students are all required to access the same information and discuss together for ethical reasons, challenge is provided through 'Blooms' questioning. Progress throughout the PSHE curriculum is monitored through knowledge-based quizzes at the start and end of each unit. Alongside this, students complete reflection tasks as homework to consolidate learning from lessons.
- Reading lessons where all students work through outcomes focused on: reading, comprehension and inference
- Where staff are completing a walking, talking mock it may not always be beneficial as can hinder progress/ timing

In summary, although you will see some variation in the implementation of 'Baselining' from subject to subject (agreed with the Teaching and Learning team), you will not see any variation of approach within each team.