

Reigate School Wave 1 Provision Map

Teachers at Reigate School are committed to high quality inclusive teaching:

Students with low prior attainment (LPA) are extended and supported through the development of key skills. Students with medium prior attainment (MPA) and high prior attainment (HPA) are extended through the development of concepts and reasoning skills.

Lessons are differentiated and include differentiated objectives/outcomes.

The examples listed in the table below are not used exclusively in the Year group in which they are recorded but will also be used across all year groups dependent upon the individual needs of the students in each class.

Year 7	Year 8	Year 9	Year 10	Year 11
Differentiated language is used. For example, language is simplified as required to support the learners. This may be during an explanation of a task, simplified in a text being read or in the way a teacher speaks to an individual. Key words are identified and made explicit in lessons and learning.	Differentiated language is used. For example, language is simplified as required to support the learners. This may be during an explanation of a task, simplified in a text being read or in the way a teacher speaks to an individual. Key words are identified and made explicit in lessons and learning.	Differentiated language is used. For example, language is simplified as required to support the learners. This may be during an explanation of a task, simplified in a text being read or in the way a teacher speaks to an individual. Key words are identified and made explicit in lessons and learning.	Differentiated language is used. For example, language is simplified as required to support the learners. This may be during an explanation of a task, simplified in a text being read or in the way a teacher speaks to an individual. Key words are identified and made explicit in lessons and learning.	Differentiated language is used. For example, language is simplified as required to support the learners. This may be during an explanation of a task, simplified in a text being read or in the way a teacher speaks to an individual. Key words are identified and made explicit in lessons and learning.
Differentiated learning outcomes so students work to the outcome appropriate for their learning needs so that they make progress. For example, teachers may present tasks of different levels of difficulty (warm, hot, scorching and 'beyond') and either direct students to a set task or allow	Differentiated learning outcomes so students work to the outcome appropriate for their learning needs so that they make progress. For example, teachers may present tasks of different levels of difficulty (warm, hot, scorching and 'beyond') and either direct students to a set task or allow	Differentiated learning outcomes so students work to the outcome appropriate for their learning needs so that they make progress. For example, teachers may present tasks of different levels of difficulty (warm, hot, scorching and 'beyond') and either direct students to a set task or allow	Differentiated learning outcomes so students work to the outcome appropriate for their learning needs so that they make progress. For example, teachers may present tasks of different levels of difficulty (warm, hot, scorching and 'beyond') and either direct students to a set task or allow	Differentiated learning outcomes so students work to the outcome appropriate for their learning needs so that they make progress. For example, teachers may present tasks of different levels of difficulty (warm, hot, scorching and 'beyond') and either direct students to a set task or allow

<p>them to choose.</p> <p>Differentiated groupings are used. Sometimes students of similar ability may be grouped together for a task, at other times students of different ability ranges will be grouped. Tasks within groups are differentiated.</p> <p>Differentiated Independent Study tasks which offer different levels of challenge. For example, in Humanities students can choose from 'warm', 'hot' or 'scorching' activities with 'scorching' being the most challenging.</p> <p>Differentiated outcomes appropriate for their learning style. For example, if learning about the combustion engine, students may be given a choice to write a description of how it works or draw a diagram/flowchart to show this.</p> <p>Differentiated questioning. For example, teachers vary the level of difficulty of the question depending upon who they ask. Questions are devised specifically to provide appropriate levels of challenge</p>	<p>them to choose.</p> <p>Differentiated groupings are used. Sometimes students of similar ability may be grouped together for a task, at other times students of different ability ranges will be grouped. Tasks within groups are differentiated.</p> <p>Differentiated Independent Study tasks which offer different levels of challenge. For example, in Humanities students can choose from 'warm', 'hot' or 'scorching' activities with 'scorching' being the most challenging.</p> <p>Differentiated outcomes appropriate for their learning style. For example, if learning about the combustion engine, students may be given a choice to write a description of how it works or draw a diagram/flowchart to show this.</p> <p>Differentiated questioning. For example, teachers vary the level of difficulty of the question depending upon who they ask. Questions are devised specifically to provide appropriate levels of challenge</p>	<p>them to choose.</p> <p>Differentiated groupings are used. Sometimes students of similar ability may be grouped together for a task, at other times students of different ability ranges will be grouped. Tasks within groups are differentiated.</p> <p>Differentiated Independent Study tasks which offer different levels of challenge. For example, students can choose from 'warm', 'hot' or 'scorching' activities with 'scorching' being the most challenging, e.g. the use of more challenging materials and techniques</p> <p>Differentiated outcomes appropriate for their learning style. For example, if learning about the combustion engine, students may be given a choice to write a description of how it works or draw a diagram/flowchart to show this.</p> <p>Differentiated questioning. For example, teachers vary the level of difficulty of the question depending upon who</p>	<p>them to choose.</p> <p>Differentiated groupings are used. Sometimes students of similar ability may be grouped together for a task, at other times students of different ability ranges will be grouped. Tasks within groups are differentiated either by the stimulus used (e.g. the complexity of sources to be read) or by the roles of individuals in the task or by a number of other means.</p> <p>Differentiated Independent Study tasks which offer different levels of challenge. For example, in Humanities students can choose from 'warm', 'hot' or 'scorching' activities with 'scorching' being the most challenging, e.g. the use of more challenging materials and techniques</p> <p>Differentiated outcomes appropriate for their learning style. For example, if learning about the combustion engine, students may be given a choice to write a description of how it works or draw a diagram/flowchart to show this.</p>	<p>them to choose.</p> <p>Differentiated groupings are used. Sometimes students of similar ability may be grouped together for a task, at other times students of different ability ranges will be grouped. Tasks within groups are differentiated either by the stimulus used (e.g. the complexity of sources to be read) or by the roles of individuals in the task or by a number of other means.</p> <p>Differentiated Independent Study tasks which offer different levels of challenge. For example, in Humanities students can choose from 'warm', 'hot' or 'scorching' activities with 'scorching' being the most challenging, e.g. the use of more challenging materials and techniques</p> <p>Differentiated outcomes appropriate for their learning style. For example, if learning about the combustion engine, students may be given a choice to write a description of how it works or draw a diagram/flowchart to show this.</p>
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<p>to individual students.</p> <p>Expected levels are explained and there are clear guidelines of how to achieve these.</p> <p>Extension tasks provide students with additional challenge to extend learning. This may include more challenging materials and techniques or more challenging ways of presenting materials to a range of audiences.</p> <p>Group work with defined roles for each person in the group.</p> <p>Guidance 'help' cards that provide support and extension 'challenges' to promote independent learning.</p> <p>Individual guided intervention is provided.</p> <p>Lessons are exciting and captivating, making learning relevant to students. Presentation and delivery of information takes a range of forms to acknowledge different learning styles. For example, the use of images, visuals, practical work, writing, reading, creating and designing.</p>	<p>to individual students.</p> <p>Expected levels are explained and there are clear guidelines of how to achieve these.</p> <p>Extension tasks provide students with additional challenge to extend learning. This may include more challenging materials and techniques or more challenging ways of presenting materials to a range of audiences.</p> <p>Gathering/checking learning near the end of the lesson e.g. random questioning through the use of the 'Plenary Cube' – all students have a chance to respond to a question on the cube which will help them reflect upon what they have learned in the lesson.</p> <p>Group work with defined roles for each person in the group.</p> <p>Guidance 'help' cards that provide support and extension 'challenges' to promote independent learning.</p> <p>Guided sessions in which small groups work with an adult (teacher or Teaching Assistant)</p>	<p>they ask. Questions are devised specifically to provide appropriate levels of challenge to individual students.</p> <p>Expected levels are explained and there are clear guidelines of how to achieve these.</p> <p>Exploration tasks encourage students to learn with greater independence, developing a wide range of thinking skills.</p> <p>Extension tasks provide students with additional challenge to extend learning. This may include more challenging materials and techniques or more challenging ways of presenting materials to a range of audiences.</p> <p>Gathering/checking learning near the end of the lesson e.g. random questioning through the use of the 'Plenary Cube' – all students have a chance to respond to a question on the cube which will help them reflect upon what they have learned in the lesson.</p> <p>Group work with defined roles for each person in the group.</p>	<p>Differentiated questioning. For example, teachers vary the level of difficulty of the question depending upon who they ask. Questions are devised specifically to provide appropriate levels of challenge to individual students.</p> <p>Expectations for different GCSE grades are explained and there are clear guidelines of how to achieve these.</p> <p>Extension tasks provide students with additional challenge to extend learning. This may include more challenging materials and techniques or more challenging ways of presenting materials to a range of audiences.</p> <p>Glossary of more obscure words is collated/provided/ etc.</p> <p>Group work with defined roles for each person in the group.</p> <p>Guidance 'help' cards that provide support and extension 'challenges' to promote independent learning.</p> <p>Guidance sheets to provide extra support or extend the</p>	<p>Differentiated questioning. For example, teachers vary the level of difficulty of the question depending upon who they ask. Questions are devised specifically to provide appropriate levels of challenge to individual students.</p> <p>Expectations for different GCSE grades are explained and there are clear guidelines of how to achieve these.</p> <p>Extension tasks provide students with additional challenge to extend learning. This may include more challenging materials and techniques or more challenging ways of presenting materials to a range of audiences.</p> <p>Glossary of more obscure words is collated/provided/ etc.</p> <p>Group work with defined roles for each person in the group.</p> <p>Guidance 'help' cards that provide support and extension 'challenges' to promote independent learning.</p> <p>Guidance sheets to provide extra support or extend the</p>
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<p>Lessons feature specific learning focus/foci.</p> <p>Monitoring of intervention strategies.</p> <p>Range of support in lessons as needed including: individual support and advice, 'help-desk', discussion, peer reflection, teacher help.</p> <p>Seating plans and groupings are used to support learning and progress.</p> <p>Student experts: students are used as experts to provide peer support. This may be within the same class or older students working with younger students. For example, in paired reading projects.</p> <p>Students are given choices regarding the work they do. For example, choice of sentence starters, subject matter or the size of the work.</p> <p>Targeted support. For example, a task may be broken down further for an individual or a task of greater difficulty may be explained to an individual or</p>	<p>to improve a specific skill or knowledge area.</p> <p>Individual guided intervention is provided.</p> <p>Lessons are exciting and captivating, making learning relevant to students. Presentation and delivery of information takes a range of forms to acknowledge different learning styles. For example, the use of images, visuals, practical work, writing, reading, creating and designing.</p> <p>Lessons feature specific learning focus/foci.</p> <p>Monitoring of intervention strategies.</p> <p>Range of support in lessons as needed including: individual support and advice, 'help-desk', discussion, peer reflection, teacher help.</p> <p>Seating plans and groupings are used to support learning and progress.</p> <p>Students are given choices regarding the work they do. For example, choice of sentence</p>	<p>Guidance 'help' cards that provide support and extension 'challenges' to promote independent learning.</p> <p>Guided sessions in which small groups work with an adult (teacher or Teaching Assistant) to improve a specific skill or knowledge area.</p> <p>Individual guided intervention is provided.</p> <p>Lessons are exciting and captivating, making learning relevant to students. Presentation and delivery of information takes a range of forms to acknowledge different learning styles. For example, the use of images, visuals, practical work, writing, reading, creating and designing.</p> <p>Lessons feature specific learning focus/foci.</p> <p>Monitoring of intervention strategies.</p> <p>Partially developed work is used with students to build their knowledge of what is required and develop their skills.</p>	<p>learning opportunity.</p> <p>Guided sessions in which small groups work with an adult (teacher or Teaching Assistant) to improve a specific skill or knowledge area.</p> <p>Individual guided intervention is provided.</p> <p>Lessons are exciting and captivating, making learning relevant to students. Presentation and delivery of information takes a range of forms to acknowledge different learning styles. For example, the use of images, visuals, practical work, writing, reading, creating and designing.</p> <p>Lessons feature specific learning focus/foci.</p> <p>Monitoring of intervention strategies.</p> <p>One-to-one or small group tutorials at lunchtime or after school are provided.</p> <p>Partially developed work is used with students to build their knowledge of what is required and develop their skills.</p>	<p>learning opportunity.</p> <p>Guided sessions in which small groups work with an adult (teacher or Teaching Assistant) to improve a specific skill or knowledge area.</p> <p>Individual guided intervention is provided.</p> <p>Lessons are exciting and captivating, making learning relevant to students. Presentation and delivery of information takes a range of forms to acknowledge different learning styles. For example, the use of images, visuals, practical work, writing, reading, creating and designing.</p> <p>Lessons feature specific learning focus/foci.</p> <p>Monitoring of intervention strategies.</p> <p>One-to-one or small group tutorials at lunchtime or after school are provided.</p> <p>Partially developed work is used with students to build their knowledge of what is required and develop their skills.</p>
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<p>group.</p> <p>Tasks are sometimes given a time limit rather than a word limit.</p> <p>Task setting is differentiated: individual, paired or group.</p> <p>Teachers provide 'models' to demonstrate the expectations they have and to show students how to achieve these expectations. For example, teachers will model how to write a paragraph by showing students the process. Teachers also provide examples of work at different levels.</p> <p>The curriculum is tailored to suit group and individual needs.</p> <p>Tracking and assessment is used to inform students of their progress and to guide further teaching and learning.</p> <p>Use of self-assessment to evaluate learning and promote independence.</p>	<p>starters, subject matter or the size of the work.</p> <p>Student experts: students are used as experts to provide peer support. This may be within the same class or older students working with younger students.</p> <p>Targeted support. For example, a task may be broken down further for an individual or a task of greater difficulty may be explained to an individual or group.</p> <p>Tasks are sometimes given a time limit rather than a word limit.</p> <p>Task setting is differentiated: individual, paired or group.</p> <p>Teachers provide 'models' to demonstrate the expectations they have and to show students how to achieve these expectations. For example, teachers will model how to write a paragraph by showing students the process. Teachers also provide examples of work at different levels.</p> <p>The curriculum is tailored to suit group and individual needs.</p>	<p>Range of support in lessons as needed including: individual support and advice, 'help-desk', discussion, peer reflection, teacher help.</p> <p>Seating plans and groupings are used to support learning and progress.</p> <p>Student experts: students are used as experts to provide peer support. This may be within the same class or older students working with younger students.</p> <p>Students are given choices regarding the work they do. For example, choice of sentence starters, subject matter or the size of the work. Promotion of independence and self-direction is key.</p> <p>Targeted support. For example, a task may be broken down further for an individual or a task of greater difficulty may be explained to an individual or group.</p> <p>Tasks focus on different aspects of learning. For example, how to write well in a time limit; how to convey meaning with precision, how to produce an</p>	<p>Range of support in lessons as needed including: individual support and advice, 'help-desk', discussion, peer reflection, teacher help.</p> <p>Seating plans and groupings are used to support learning and progress.</p> <p>Selection of appropriate coursework or controlled assessment tasks relevant to ability.</p> <p>Student experts: students are used as experts to provide peer support. This may be within the same class or older students working with younger students.</p> <p>Students are given choices regarding the work they do. For example, choice of sentence starters, subject matter or the size of the work. Promotion of independence and self-direction is key.</p> <p>Targeted support. For example, a task may be broken down further for an individual or a task of greater difficulty may be explained to an individual or group.</p>	<p>Range of support in lessons as needed including: individual support and advice, 'help-desk', discussion, peer reflection, teacher help.</p> <p>Seating plans and groupings are used to support learning and progress.</p> <p>Selection of appropriate coursework or controlled assessment tasks relevant to ability.</p> <p>Student experts: students are used as experts to provide peer support. This may be within the same class or older students working with younger students.</p> <p>Students are given choices regarding the work they do. For example, choice of sentence starters, subject matter or the size of the work. Promotion of independence and self-direction is key.</p> <p>Targeted support. For example, a task may be broken down further for an individual or a task of greater difficulty may be explained to an individual or group.</p>
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