

Teacher Planned	Shift Responsibility Consistent Practice				Learner Cultural/Habitual
Learning Nutrient	1*	2*	3*	4*	5*
<b>1. A clear personalised outcome (Shared and agreed)</b>	Stated outcome near start of lesson/session	Written and explained outcomes in learners language	Providing tiers or a spectrum of outcomes/objectives to personalise the goals for learners	Debate, dialogue of previous learning with group/individuals resulting in agreed next steps, learning goals A clear deliberate purpose for each activity linked to the personalised outcomes	Learners taking responsibility to choose and communicate their own personal goals
<b>2. Success and Failure (appropriate challenge)</b>	Ensuring early success for all pupils in each lesson/episode	Providing a task in every lesson that is just outside the reach on the learner that with practice and support, they will achieve	Developing a clear, shared learning journey with progressive challenges embraced by the learners	Learners taking responsibility to challenge themselves and each other 'Getting stuck' and failure is perceived as a great learning opportunity	A culture of high expectation with an established growth mindset amongst learners where stretch is demanded
<b>3. Praise for positive behaviours</b>	At least one verbal feedback for positive behaviour Whole group praise for effort or attitude	Majority of individual feedback linked to learning behaviour expectations rather than subject specific skills, knowledge or performance	Improvement feedback/forward preceded by 'Catching in' statement first	Provide a range of planned opportunities for non-verbal praise (e.g. Thumbs, colours, shading, stickers, ticks)	Culture of regular non-prompted positive peer feedback for key learning behaviours
<b>4. Celebration and review of progress</b>	Teacher led whole group plenary at end of each lesson	Teacher questioning and funnelling answers from small group/partner plenary	Broad range of review methods used including non verbal, or voting with feet. Clear learner voice	Peer lead plenary. Celebration of partner/group member's progress	Regular and continuous mix of planned review and established habitual review by learners through teacher, self and peer review
<b>5. Coach and support others</b>	Opportunity to observe and praise others	Students demonstrate/show or discuss knowledge, a skill or behaviour to each other. Early/small leadership roles	Give sensitive critical feedback to partner or groups members	Planned collaborative opportunity for students to share and learn from each other	A culture of reciprocal peer coaching an integral part of all lessons
<b>6. Control</b>	Learner responsible for selecting safe space for work and for gathering, selecting and safely returning equipment	Planned opportunity for at least one student choice of direction and/or task from menu provided by teacher	Consistent Language used by teacher to create opportunities for pace and direction to be dictated by individual learners	Direction and pace regularly negotiated between teacher and learner. Clear personalised choices of learning styles	Learner led learning. Learners creating own learning plans and adjusting themselves. Teacher viewed as a mentor/supporter and one of many resources