

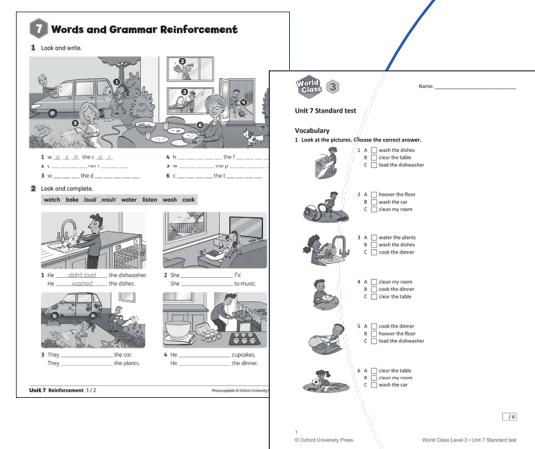
LOMLOE and



How does *World Class* respond to the LOMLOE?

INCLUSION AND MIXED ABILITY CLASSES

- *World Class* offers a variety of **multisensory activities**, enabling students to learn through seeing, hearing, doing, and touching with **clear and explicit instructions** for all activities.
- Notes in the teacher's guide, both suggestions and indications within the **teacher's notes to adapt the lessons to the situation in every classroom**.
- The  **feature in Lesson 4 encourages students to accept and understand difference.**
- **Collaborative work within all units:** projects and activities to encourage joint learning of different skills in the classroom.
- **Tests and worksheets at different levels of difficulty**, and a **Test generator** to personalise the tests even further if necessary.
- **Content in different formats** to cater for **different learning styles** in the classroom, with text, videos, grammar animations, and in-page and digital games in the iPack and Active Learning Kit.
- **Active Learning Kit with support material in a gamified format**, which allows students to take control of their own learning, with support and **self-assessment tools**, as well as entertainment, games and readings.
- **Go Pangea** provides an **extra opportunity for collaboration** with students all around the world, in a **range of formats that will cater for different learning styles**, and with a **variety of topics** to ensure engagement and enable learning at each **student's individual pace**. **Empathy and confidence** are developed through collaboration, as learners access materials that are **appropriate for their age and ability level**.




COMPETENCE-BASED LEARNING

- Based on a competence-based learning methodology and ensures that learners acquire the different competences through doing.
 - **Activity rubrics** are often **based on the competences** and include tasks to develop critical thinking skills, which encourage **learner autonomy**.
 - **Challenges** that require students to **work collaboratively** and cognitively challenge themselves.
 - **Icons within the Class Book** indicating the **key competencies** practised in each unit, with accompanying **notes in the teacher's guide**.
 - **Competency-based assessment rubrics**, and **specific competences tests** to facilitate the implementation of LOMLOE in the classroom.

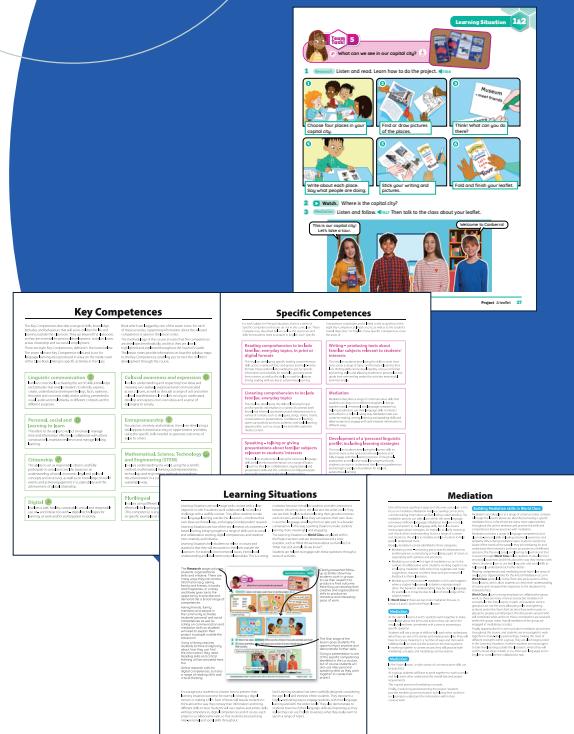
<p>Name: _____</p> <p>Specific Competences test: Listening, Reading, Writing</p> <p>Listening (LC3)</p> <p>1 <input checked="" type="checkbox"/> Listen to children talking on the radio. Write A, B or C.</p> <p>Dan Ulli Amira</p> <p></p> <p>A B C</p> <p style="text-align: right;">(3)</p>	<p>The LC3 Competence describes a range of skills, knowledge and understanding that enable pupils to listen to and understand spoken language and to communicate effectively in different situations. This includes listening to and responding to spoken language in a variety of contexts, including situations where the speaker uses specialist language.</p> <p>These six eight Key Competences defined in the syllabus are developed through the Competence domains and can be assessed through the following activities:</p> <ul style="list-style-type: none"> the listening of spoken language in specific activities like listening to the radio; 			
<p>2 <input checked="" type="checkbox"/> Listen again. Who is it? Circle Dan, Ulli or Amira.</p> <p>1 I have a brother. Dan / Ulli / Amira</p> <p>2 I eat at school. Dan / Ulli / Amira</p> <p>3 I have my friend. Dan / Ulli / Amira</p> <p style="text-align: right;">(3)</p>	<p>The LC3 Competence describes a range of skills, knowledge and understanding that enable pupils to listen to and understand spoken language and to communicate effectively in different situations. This includes listening to and responding to spoken language in a variety of contexts, including situations where the speaker uses specialist language.</p> <p>These six eight Key Competences defined in the syllabus are developed through the Competence domains and can be assessed through the following activities:</p> <ul style="list-style-type: none"> the listening of spoken language in specific activities like listening to the radio; 			
<p>Reading (SC1)</p> <p>3 Look at the activities. Read My favourite day. Circle Joe, Sara or Mira.</p> <p></p> <p>1 Joe / Sara / Mira 2 Joe / Sara / Mira 3 Joe / Sara / Mira</p>	<p>Cultural awareness and expression</p> <p>Individual Individual understanding of the role of culture in society and the individual's place in it, through a range of art and other forms of expression, including music, drama, dance, film, literature and visual arts and crafts, in different contexts and the differences between them.</p> <p>Personal, social and learning to learn</p> <p>The individual is able to manage time and information effectively, collaborate with others, work independently and take initiative, as well as work in groups and manage conflict, as well as work in a knowledg e-based environment, and the individual is able to evaluate and reflect on his/her learning.</p> <p>Citizenship</p> <p>The individual is responsible, observant and fully participates in society, based on respect for the principles of democracy, equality, human rights and fundamental freedoms, as well as an awareness of and respect for the environment, and the individual is able to contribute to a community, respect and defend the environment and the rule of law.</p> <p>Entrepreneurship</p> <p>Individual creativity and initiative, as well as the ability to identify opportunities and take advantage of them, and the individual is able to generate ideas and innovative projects.</p> <p>Mathematical, Science, Technology and Engineering (STEM)</p> <p>The individual is able to apply scientific methods, including inquiry and representation, to solve problems, and the individual is able to demonstrate a commitment, respect and appreciation for STEM subjects.</p> <p>Digital</p> <p>Individual is able to use the system of communication and information technologies to support his/her learning, work and participation in society.</p> <p>Practical</p> <p>Individual is able to demonstrate experimental and effective skills in practical communication, including the use of tools and equipment, and specific examples of its use are highlighted.</p>			
<p>My favourite day</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> Sara  <p>Sara likes to play football on Saturday. I like to go swimming on Saturday.</p> </td> <td style="width: 33%; padding: 5px;"> Joe  <p>My favourite day is Friday. I play football in the morning. After school I like to go to the park because it makes me feel happy.</p> </td> <td style="width: 33%; padding: 5px;"> Mira  <p>Sunday is my favourite day. I play football in the morning. I feel football because you can run a lot. It's very energetic, after football I feel tired.</p> </td> </tr> </table> <p style="text-align: right;">(3)</p>	Sara  <p>Sara likes to play football on Saturday. I like to go swimming on Saturday.</p>	Joe  <p>My favourite day is Friday. I play football in the morning. After school I like to go to the park because it makes me feel happy.</p>	Mira  <p>Sunday is my favourite day. I play football in the morning. I feel football because you can run a lot. It's very energetic, after football I feel tired.</p>	<p>Reading (RC1)</p> <p>4 Read the text. Circle the words you can see in the text.</p> <p>Look at the text. Circle the words you can see in the text. Read the text. Circle the words you can see in the text.</p> <p>Reading (RC2)</p> <p>5 Listen to the text. Circle the words you can hear in the text.</p> <p>Listen to the text. Circle the words you can hear in the text. Listen to the text. Circle the words you can hear in the text.</p> <p>Reading (RC3)</p> <p>6 Listen to the text. Circle the words you can hear in the text.</p> <p>Listen to the text. Circle the words you can hear in the text. Listen to the text. Circle the words you can hear in the text.</p>
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CONTINUOUS ASSESSMENT

- **Full assessment package** with cumulative termly exams reviewing the content of every other unit.
 - **Notes on continuous assessment** in the classroom with **information and suggestions** for implementation in the classroom.
 - **Self-assessment resources**, progress activities & review sections at the end of each unit to make students aware of their progress at all times.
 - **Review sections at the end of every core unit** giving an extra opportunity to revise the content.
 - **Self-assessment sections within the tests.**
 - **Active Learning Kit with iProgress Check and Learning Record**, which encourage students to learn independently, and with **gradebook** to track their progress.

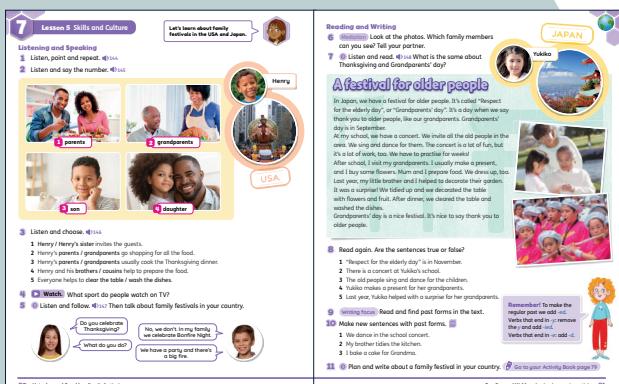
LEARNING SITUATIONS

- **Learning Situations** foster autonomous learning habits such as research and exchange of ideas and encourage students' critical thinking as they must use their initiative to complete the task.
- **One learning situation per term, every 4 units**, with **stages clearly indicated** within the pages and the objective of the learning situation presented visually within the pages.
- **Accompanying notes in the teacher's guide** with **suggestions** and **indications** to save preparation time and facilitate application in class.



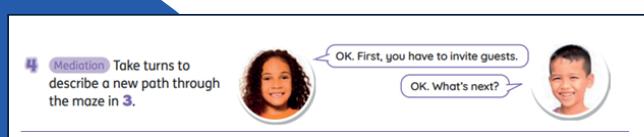
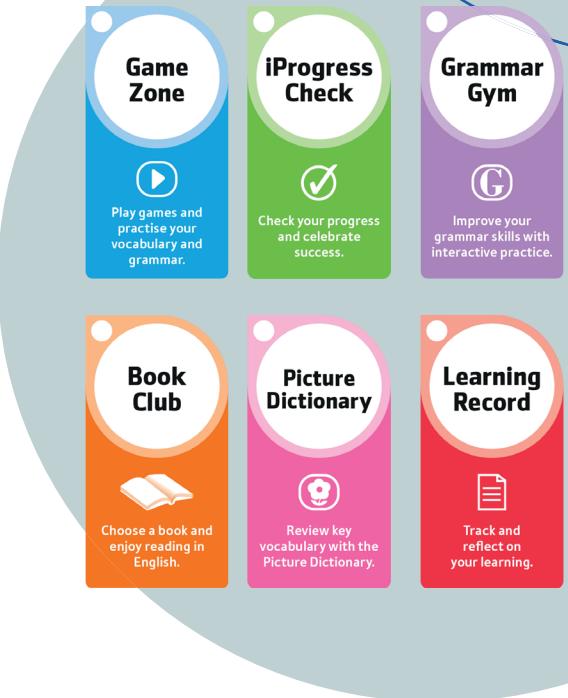
EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

- *World Class* has a **strong focus on interculturality**, seeking to include **authentic, real-world content**, with cultural lessons about different countries around the world and activities that **prepare students to be global citizens**.
 - In all **stories**, students are invited to relate to, care for and care about diverse settings and characters.
 - *World Class* transfers useful, practical English language to a range of different areas of the curriculum (maths, science, art, geography, etc.) wherever they are relevant.
 - Cross-curricular projects include **themes related to the environment and its care**, encouraging students to gradually become responsible citizens.
 - **Team Task! activities** encourage students to work together to use the language they have learned in the lesson. They **activate global skills** such as creativity, critical thinking, communication and collaboration.
 - **Go Pangea** gives learners access to a world of content where they can **work collaboratively with an online international community** of students, giving them the opportunity to **learn about other cultures** and **exchange points of view and experiences** with students from a variety of cultures and backgrounds.



DIGITAL SKILLS DEVELOPMENT

- World Class promotes digital literacy through facsimiles of webpages, online forums, blog posts, emails, online messages, etc for students to learn how to derive information from online data and to communicate safely and effectively.
- Blended solution with access to the digital version of the books to start familiarising pupils with digital formats, following global digitisation trends.
- Active Learning Kit with different areas to develop different aspects of digital competence, with a gamified format to encourage students' involvement.
- Access to the Go Pangea platform gives students an opportunity for real-life communication and collaboration through a global community of students which connects and engages learners as they develop skills for success in school, work and life in a safe online space.



MEDIATION

- Three mediation activities per unit to ensure the development of this language skill in the classroom.
- Teaching notes in the teacher's book with explanations to make teaching as easy as possible.
- Many communicative activities within the units involving the reinterpretation and communication of a message by the learners.

SCIENTIFIC SPIRIT

- Collaborative projects in the units and learning situations in the Team Task sections organised in such a way that students have to take on different roles and carry out tasks such as research, data analysis, reinterpretation and presentation of information and self-assessment.
- Cross-curricular projects include themes related to different areas, clearly guided.