

LOMLOE and **ALL ABOUT US NOW**

How is *All About Us Now* aligned to the LOMLOE?

LEARNING SITUATIONS

Learning Situations are multi-stage tasks, created with a clear objective, in which students **work collaboratively to resolve a challenge with a real-life context**. They allow students to take their **language learning outside the classroom**, contribute their **own ideas and knowledge**, and **engage in independent research**.

Learning Situations are one of the key elements of **competence-based learning**, bringing together a range of skills, such as **social and collaborative working**, **digital competences** and students' **own creativity and initiative**.

- The Learning Situations in *All About Us Now* are structured around a **topic question within the Children of the World sections**, and help students to reflect on issues and questions that they will encounter in their lives outside the classroom.
- Oxford University Press and the United Nations High Commissioner for Refugees (UNHCR) have collaborated to **raise awareness of the plight of refugee children around the world through the Learning Situations in Levels 3-6 with accompanying video**.

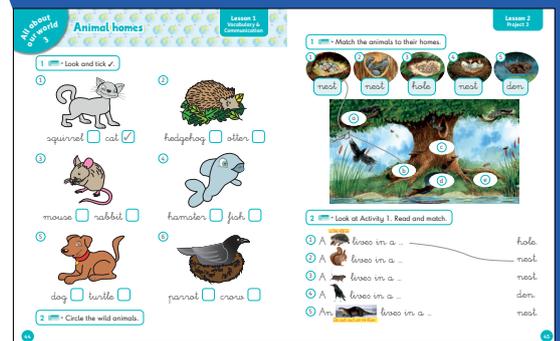


The image shows two pages from a Learning Situation. The left page is titled 'Children of the World 1: Helping at school' and 'Lesson 1: Reading skills'. It includes a video of a classroom and a dialogue: 'Hi! I'm Haruki. I'm 7. I'm from Japan. This is my school.' and 'I help at school. My friends help, too.' Below the video are matching exercises: 'Find someone to match.' with options 'I've got a red pencil case.', 'I've got a blue pencil.', and 'I'm happy!'.

The right page is titled 'Lesson 2: Learning situation 1' and 'How can we help at school?'. It contains five numbered steps: 1. 'Draw around your hand. Cut it out.'; 2. 'Research: Think of classroom jobs. Draw.'; 3. 'Collaborate and create: Use your helping hands in class.'; 4. 'Show: Chart and do your job.'; 5. 'Evaluate: Rate your project. page 16.'

INCLUSION AND MIXED ABILITY CLASSES

- 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.**
- **Essential edition of the Activity Book with simplified activities** so that all students can follow the class at the same pace, with **tailor-made materials.**
- **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,** plus a **Test generator** to personalise tests even further if necessary.
- **Content in different formats to cater for different types of learning** styles in the classroom, with texts, videos, grammar animations, panoramic vocabulary presentations and in-page and digital games on 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.



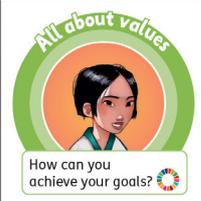
EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

- Lessons aligned with the **UN Sustainable Development Goals** - invite students to think through **real-life situations** to become **responsible and active citizens**.
- **Strong focus on interculturality** throughout the **book concept**, based on British children and their lives, **culture lessons on English-speaking countries** in each unit.
- **Children of the World** sections on **inspirational children around the world**, including **lessons developed in collaboration with UNHCR**, focusing on **refugee children**. These sections invite students to **explore beyond their own environment, understand other lifestyles** and **be inspired** by the achievements of other children around the world.

SUSTAINABLE DEVELOPMENT GOALS

The United Nations 17 Goals for Sustainable Development provides a framework for global education. For more information, visit www.un.org/sustainabledevelopment/

Unit	Learning Objectives	SDG
1	Learning about the weather	13
2	Learning about objects in a classroom	4
3	Learning about your favourite games	4
4	Learning about your favourite games	4
5	Learning about your favourite games	4
6	Learning about your favourite games	4
7	Learning about your favourite games	4
8	Learning about your favourite games	4
9	Learning about your favourite games	4
10	Learning about your favourite games	4
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COMPETENCE-BASED LEARNING

- Based on a competence-based learning methodology and ensures that children acquire the different competences by learning 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.

Name: _____

Specific Competences test: Listening, Reading, Writing

Listening (SC1)

1. xx Listen to children talking on the radio. Write A, B or C.
 Dan / Lily / Amira

2. xx Listen again. Who is it? Circle Dan, Lily or Amira.

- I have fun with my brother. Dan / Lily / Amira
- I read at break. Dan / Lily / Amira
- I chat to my friend. Dan / Lily / Amira

Reading (SC1)

3. Look at the activities. Read My favourite day. Circle Joe, Sara or Mia.

My favourite day

Joe Sara is my favourite day. I talk my grandparents in the morning. It makes me feel happy. In the afternoon I play tennis. I go to bed late on Saturdays.	Joe / Sara / Mia	Sara My favourite day is Friday. I go to school in the morning. After school I do homework. I like doing homework because it makes me feel calm.
Mia Sunday is my favourite day. I play football in the morning. I like football because you can run and kick. It's very energetic. After school I read a book.	Joe / Sara / Mia	

1 Oxford University Press Specific Competences test: Listening, Reading, Writing

Key Competences

The key Competences describe a range of skills, knowledge and behaviours that will serve to equip the student to face and face successfully the 21st century. They go beyond the classroom, as they are essential to personal development, social skills, active citizenship and successful employment.

There are eight key Competences in the Spanish education system defined as follows:

- Linguistic communication** (1)
- Cultural awareness and expression** (2)
- Personal, social and learning to learn** (3)
- Citizenship** (4)
- Digital** (5)
- Entrepreneurship** (6)
- Mathematical, Science, Technology and Engineering (STEM)** (7)
- Fluency in foreign languages** (8)

(1) Cultural awareness and expression	(7) Mathematical, Science, Technology and Engineering (STEM)	(4) Citizenship	(6) Entrepreneurship
(2) Linguistic communication	(3) Personal, social, and learning to learn	(5) Digital	

Continuous assessment

What is continuous assessment?

Continuous assessment is an approach that allows the teacher to monitor the student's progress in a continuous way. It is based on the observation of the student's performance in the classroom and in the activities that are carried out in the classroom. It is a process that allows the teacher to identify the student's strengths and weaknesses and to provide them with the necessary support and resources to improve their performance.

For teachers:

- It involves taking a series of observations of the student's performance in the classroom and in the activities that are carried out in the classroom.
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How can I implement continuous assessment in my classroom?

Continuous assessment can be implemented in the classroom in a variety of ways. It can be implemented through the use of observation, self-assessment, peer assessment, and portfolio assessment. It can also be implemented through the use of rubrics, checklists, and other assessment tools.

Why is continuous assessment useful?

Continuous assessment is useful for a number of reasons. It allows the teacher to monitor the student's progress in a continuous way. It allows the teacher to identify the student's strengths and weaknesses and to provide them with the necessary support and resources to improve their performance. It also allows the student to monitor their own progress and to take responsibility for their own learning.

CONTINUOUS ASSESSMENT

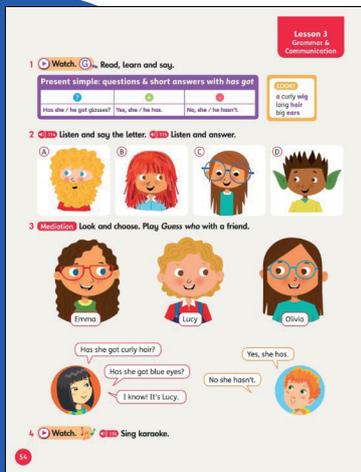
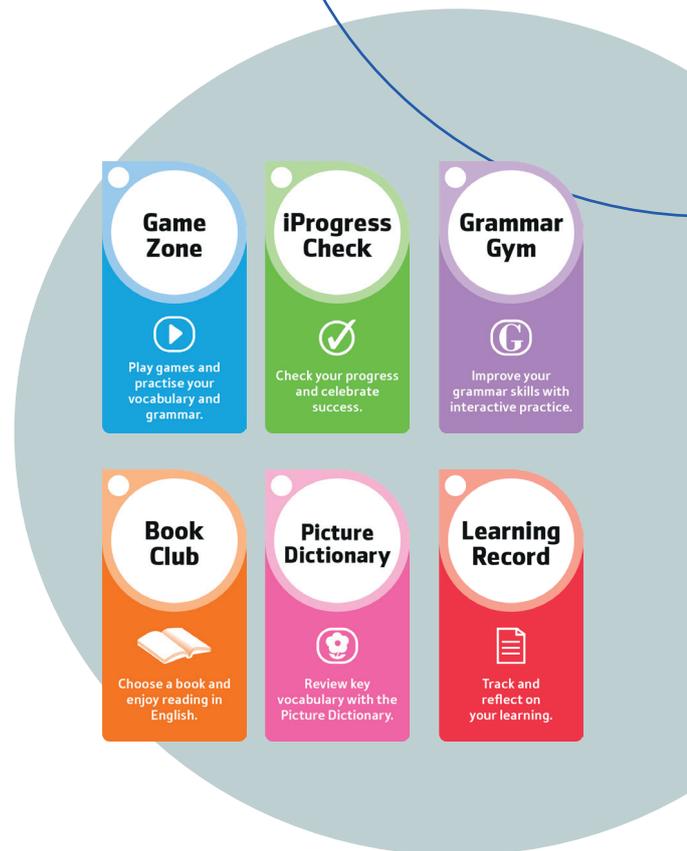
- Full assessment package with cumulative termly exams reviewing the content of every other unit.
- Notes on continuous assessment in the classroom with information and suggestions for implementation in the classroom.
- Self-assessment resources, progress activities at the end of each unit to make students aware of their progress at all times.
- Review sections every two units 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 a gradebook to track their progress.

- **Test Generator**, an online digital resource enabling teachers to create course-related tests, customize the language focus and level of difficulty as per the needs of students, and save the tests in the My Tests section online
- teachers notes and guidance for administering all tests
- supporting material for Continuous assessment is available in the Teachers Resource Material

All tests available in editable and ready-to-use formats on the iPack, Plug and play USB or Oxford Premium as well as through the Test Generator in the Teacher's edition of the Digital Classbook

DIGITAL SKILLS DEVELOPMENT

- **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 a selection of areas to develop different aspects of digital competence, with a gamified format to encourage students' involvement.



MEDIATION

- **Two 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 **All about our world sections** and **Learning Situations in the Children of the world 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.**
- **All About our world sections** with **cross-curricular content** covering **different areas of social and natural sciences in the English classroom.**

