Moorlands Schools Federation

Teaching and learning design and content policy

This policy outlines the teaching and learning design and content here at Moorlands Schools Federation

1. **Aim**
2. **Setting high expectations**
3. **Teaching sequence**
4. **Growth Mindset**
5. **Blooms Butterfly**
6. **Wonders of Learning**

Aim

Teaching and learning aim;

'All learners have clarity on their current position and the quality of knowledge, attitudes, skills and habits they need to develop further in order to achieve their goal. Teachers and learners are highly skilled in giving and receiving feedback on how to improve. All learners routinely reflect and act on feedback. Teachers use feedback to adapt learning within lessons and in planning for future lessons. Both teacher and learners demonstrate excellent questioning of themselves and others. Collaboration adds greatly to learning and to learners' ability to overcome challenges. The teacher and learners demonstrate high expectations in relation to quality of work and progress.'

(Griffith and Burns, 2014, Teaching Backwards)

All learning starts with what the children need to learn, where their gaps are and what steps need to happen for children to get there. To achieve high quality teaching and learning, we at Moorlands believe in four key steps in getting there to include: feedback; autonomy, challenge and engagement.

Setting High Expectations

'I know you can do this- You just don't know it yourselves yet'

At Moorlands we have high teacher and learner expectations. We expect teachers to see targets not as a ceiling for a pupils achievements but as a minimum requirement with all children having the ability to be the best they can be. We expect our pupils to show persistence, determination and openness in all that they do and believe that both pupil and teacher play an important role in this. Teachers set high expectations for Knowledge, Attitudes, Skills and Habits (KASH) and children are encouraged and facilitated to develop their well-being, their character, their sense of personal worth and their ability to work together.

As teachers we;

- Set challenging targets for all to achieve and reach their full potential
- Model our expectations
- Demonstrate a Growth Mindset
- Equip children with necessary skills to have independence with learning
- Praise children for their actions not their identity
- Refuse to accept sub-standard work
- Use models to demonstrate high expectations

Our learners;

- Show persistence, determination and openness
- Understand that mistakes are crucial for learning
- Demonstrate a Growth Mindset and believe they can succeed by trying their best
- Develop independence to know what to do when stuck
- Take pride in their learning and presentation
- Develop an emotional intelligence to understand their own barriers to learning

Teaching sequence

Once these high expectations have been established with both teachers and learners, we expect learning to follow a series of stages to ensure that learners are able to achieve and exceed expectations. Learning at Moorlands believe that teaching backwards has the biggest impact on the outcomes of learners. Learning will start with identifying learner's gaps, modelling the goal, looking for proof of learning, challenging our learners and feeding back.

1. Identifying the gaps

We believe pre-assessment is one of the most valuable tools as it helps us to discover where our learners currently are and what has to be done to get them to the required destination. Teachers then use feedback to adapt learning within lessons and planning for future lessons. As a result learners have clarity on their current position and the quality of KASH they need to develop further in order to achieve their goal.

Pre- assessment advantages

- Saves time in identifying learners next steps
- Identifies our own and our learners' misconceptions
- Builds a sense of competence
- Gets learners involved: setting challenging goals
- Measures the real impact of your teaching

As teachers we;

- Pre assess for each module at the end of the previous module.
- Use KWL questions to pre-assess –What do you KNOW about? What do you WANT to know about? What did you LEARN about?
- Pre-assess children's Mindsets

- Pre-assess what engages learners (at the beginning of team teachers would have read the information provided by parents on each child)

2. **Modelling the goal**

At Moorlands we believe modelling excellent examples of their learning from the beginning of the process whilst building learner autonomy to motivate learners.

As teachers we;

- Create models prior to the children starting their learning.
- Use a WAGOLL- what a good one looks like.
- Use models to co-create success criteria
- Create banks of models at differing levels
- Recognise that as experts, we are sometimes blinded by the barriers that learners might face when trying to learn something new.
- Make explanations multi-sensory- using visual journeys like using the London underground.

3. **Looking for proof**

> 'I don't just think they have all made progress, I know they have'

As teachers we plan for evidence gathering considering what should learners be able to say or do at this point of the topic to prove their progress?

Ways of questioning for proof and gathering evidence;

- Check for misconceptions and weak understanding
- Create deliberate confusion to see how learners deal with it
- Challenge learners to provide evidence for their answers
- Learners can express understanding convincingly in their own words
- Hinge questions (can be multiple choice) will establish who is ready for which challenge

All of these evidence gathering tools help the teacher to understand whether the learner's thinking process is robust and on track or not. We require teachers to plan with flexibility which will often result with short term planning being open following the needs of the learners. Teachers will only be able to plan a few days in advance to ensure that the teaching follows the needs of the learners based on the proof.

Teachers will request an answer to be given with proof or justification to ensure that learning is evidenced to a greater depth of knowledge. Learners are required to answer questions giving their Point, Evidence and Examples (PEE), some learners will be able to follow this sequence with 'however' to explain in depth an opposing point. 'Wait time' will be used to ensure learners can expand on their answers. Teachers will use guided groups and 1:1 conversations to fully understand the stages of understanding our learners are at.

4. **Challenge**

'Now I know they've really got it'

Challenge and memory need to go hand in hand to ensure children retain learning by making learning as real as possible and relating to real life. Creating challenges in lessons that encourage learners to experience and think about the meaning of what is being taught is crucial to learning and sense making. Whatever is meaningful and real enables learners to process more deeply and remember more effectively.

Creating challenge, engagement and flow requires a suitable level of engaging challenge. We understand that differentiation doesn't mean capping children. Giving the learners work already at their level only allows them to ever exceed at that level. Therefore a self-fulfilling prophecy exists.

Ways of providing level of challenge;

- PMI Challenges (plus, minus and interesting) Edward de bono
- Mysteries- jumbled information with a question at its heart in groups. Raise the level of challenge by adding a red herring, lower the level of challenge by drip feeding essential information or clues.
- Ranking to help learners appreciate and understand that, in any given context, different factors, concepts and ideas are likely to have higher value or greater significance than others.

5. **Feedback**

At Moorlands learners act on feedback given whether verbal or written. Through feedback teachers train learners to identify where their gaps are and how they can close them. We believe that feedback is needed to encourage children to beat their 'personal best' getting better at understanding how to improve and having a Growth Mindset whilst doing this.

We operate so that;

- Feedback is timely giving immediate quality feedback
- Learning adapts as a result of the feedback
- Reflecting on feedback is a habit

Wherever possible this means that feedback will be given as soon as learning has taken place and will result in teachers feeding back in 1:1 or in groups with children identifying with support from the teacher their next steps and how to improve on their personal best. Some feedback will result in teachers identifying gaps of individuals using a racking sheet and addressing them in guided groups rather than noting them down in books (see appendices 1).

As teachers we;

- Plan lessons for the first few days only as feedback from these lessons will require learning to be re-worked as a result of it.
- Teach children to give each other feedback being kind, specific and helpful.
- Create a peer marking agreement with the class
- Teach both our learners and ourselves to be reflective of feedback.

Ways of providing feedback;

- Spot the mistake
- Guess whose feedback- write comments on post-its and children have to match up next steps based on their understanding of feedback.
- Verbal feedback stamp with children summarising their feedback with one sentence in the margin for our older learners.
- Target logs- children copy their target into their target logs at the front of their book with the date, no more than 3 targets
- Provide learners with gap tasks- working on own gap to beat personal best
- Use purple pens as a tool for responding to marking
- Use review lessons- focusing specifically on reviewing their learning.
- One to one reviews of personal bests once a term.

Growth Mindset

We at Moorlands believe that qualities like intelligence are susceptible to change and can flourish in certain circumstances this is known as a Growth Mindset. Carol Dweck and other mind-set researchers believe that a Growth Mindset is;

- Open to challenges and constructively critical feedback
- Resilient in the face of initial failure
- Convinced that individual effort makes a difference
- Attribute success and failure to their own efforts rather than to their innate abilities
- Able to learn well with and from others
- Likely to rise to the top and stay there

We want our teachers and learners to seize opportunities of high-challenge tasks, failure and errors and mistakes. We understand that our failures are events and not reflections of who we are but opportunities for learning experiences.

As teachers we will;

- Model mistakes
- Use the language of learning not working
- Value effort (appendices 2)
- Recognise the process not the outcome
- Use 'what if' questions

Our learners will;

- Enjoy intrinsic satisfaction
- Understand it is their responsibility to learn
- Think about their own thinking
- Use 'if' and 'then' language to connect obstacles with their possible solutions
- Share different learning strategies

Blooms Butterfly

Bloom's Taxonomy provides an important framework for teachers to use to focus on higher order thinking. By providing a hierarchy of levels, this taxonomy can assist teachers in designing

performance tasks, crafting questions for conferring with students, and providing feedback on student work.

The six levels of questioning fall under;

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

At Moorlands questioning will fall into these categories to extend learners thinking and to ensure they understand new learning.

Wonders of learning

Our Wonder Curriculum vision is to inspire and create awe and marvel investigating our world as it exists today and events that have marked our past.

Teachers will take the lead from the interests and curiosities of the children and all learning will follow. Each year group will explore six wonders of learning over the course of the academic year.

Each wonder will include the following;

➢ All wonders will start with a Wonder moment (where children are immersed in their new learning for a day/experience and generate many questions).
➢ Each teacher will conduct a Wonder crop finding out KWL as pre and post assessment (see curriculum and design content 1).
➢ A Wonder question will be generated for learning to begin to answer.
➢ As part of the wonders of learning children will experience a Wonder Adventure. These can be external trips or internal experiences/visitors, preferably a mixture of the two.
➢ Finally learners will experience a Celebration of Wonder where their learning is shared with parents/carers or the community during each wonder of learning.

Displays in class will show the learning journey at each of these stages. Learning will largely be governed by the Wonder question following The National Curriculum using cross curricular links. Where links cannot be made during the wonder of learning subjects will be taught discretely.

The Wonders of Learning will follow the teaching and learning design and content teaching sequence.

At Moorlands we strive for Great Learning, Great Teaching and Great Fun.

This policy was approved by the Governing body on January 2017
This policy is due for review Sept 2019.

Georgina Scott
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Moorlands School Federation

Appendix 1

Feedback summary sheet	
Name	Gap identified

Appendix 2

1. Have you thought hard about how to respond to challenges?
2. Have you kept going when the work became difficult?
3. Have you tried to take the easiest route? Is 'easiest' best on this occasion?
4. Is the work the best you could have produced? Why?
5. Does the work suggest someone thinking hard and challenging themselves?
6. What do you notice happens to you when the task becomes hard?
7. What do you do when you find yourself becoming frustrated? Why do you think that way? Is it helpful? How?