

Purpose:

Our Trust exists to create transformational educative opportunities in a shared culture of collaboration.

Quality of Education - Conception of Quality

We place great value in what we know and what we can do. Our accumulated knowledge and skills are the outcome of a quality education. They exist because we have been taught, because we have read and because we have practised. This knowledge helps children have freedom of thought, freedom of expression, and freedom to make choices and create, it is why we teach.

Contents

- * This document sets out our shared 'conception' of an effective educational offer.
- * It draws upon our collective expertise and is **evidence/research informed**.
- * It references insights from Ofsted, the DfE, the EEF and other organisations invested in research and 'best bets'.
- * This is not an exhaustive list of factors that can create quality!
- * Our key reference points for statutory requirements are: [The National Curriculum](#), [The Ofsted handbook](#) / [research](#) and [reports](#) / & [SEND COP](#).

Contact Details

Telephone:
01782 228912

Email:
info@creativelrng.com

CLPT Education Strategy



- * Our Education Strategy sets out our vision for school improvement. We are committed to high standards and collaboration. We draw a careful distinction between **curriculum, pedagogy and assessment** – this ensures that the core knowledge we want pupils to know and remember is front and centre.
- * This clarity about what we want to teach helps us think about how we might best approach teaching. We utilise a coaching approach and insights from research (including Barack Rosenshine's principles of instruction) to constantly improve our pedagogy. We understand the limitation of assessment and emphasise formative approaches.

Networks and concepts

- * We have established **networks** for each subject in the national curriculum - networks meet termly to discuss developments in their disciplines.
- * We use '**concepts**' across lots of subjects to organise our curriculum content into 'big ideas'. These concepts help teachers and pupils navigate the depth and breadth of the curriculum.
- * By managing **cognitive load** through concepts and big ideas we hope that teachers and pupils know and remember more.



The Curriculum - what we want children to learn



- * A curriculum is a **progression model** - it tells a rich story that unfolds over time - like a **boxset**.
- * Curriculums are **hierarchical** and **cumulative** in nature - they pay attention to what must come before and how we create readiness for what comes next.
- * Though knowledge rich and ambitious - they are **not** a collection of **unrelated facts** or simply buckets of facts - they are **coherent, sequenced stories**.
- * **Vocabulary** and **spoken language** lie at the heart of curriculum - the more words we know and use - the better.
- * Our meaning of curriculum extends **beyond the academic**. Our PSHE and personal development curriculums are equally rich progression models - they prepare pupils for the world.

Cognitive Science



Memory: 'Memory is the residue of thought' - we prioritise thinking about the right things through our curriculum design. Our ambition is to alter long term memory with knowledge that is prized and of most use.

Schemata: This knowledge builds schema - complex webs of learning that service our ability to think and be creative.

Cognitive Load: Curriculum is designed with 'bandwidth' in mind. We are to the danger of 'overloading'. We therefore design and chunk sequence of learning accordingly.

Forgetting and retrieval: We can't remember everything - neither do we need to. But, we want the most important knowledge to have real **storage strength**. To help enable this, we revisit and retrieve it at the right time. There is a deliberate plan for this to happen via curriculum design.

These principles are applied to curriculum, pedagogy and assessment.

What are 'conceptions of quality'?

- * A COQ sets out our **shared idea** of what makes for quality practice. We have established COQs for many areas of our work. They help us have **rich conversations** about what we do and why we do it.
- * COQ operate at a **high-level**. They set out guiding principles for what lies beneath. They are not 'straight jackets' or rubrics
- * They are also subject to **change** - they are not set in stone.



Pedagogy - how we help children to learn



REVIEWING MATERIAL

- Daily review
- Weekly and monthly review

QUESTIONING

- Ask questions
- Check for student understanding

SEQUENCING CONCEPTS & MODELLING

- Present new material using small steps
- Provide models
- Provide scaffolds for difficult tasks

STAGES OF PRACTICE

- Guide student practice
- Obtain a high success rate
- Independent practice

We use Rosenshine's principles of instruction to help guide our approach to teaching (image from T Sherrington).

Review - 'the most important single factor influencing learning is what the learner already knows' (Ausubel) - this should be the overriding thought as teachers plan the curriculum. Activating relevant prior learning is crucial.

Questioning - we need to ask lots of questions in depth and check for understanding throughout the course of teaching. Some questions will deliberately planned and some in response to assessment.

Sequencing concepts and modelling - 'memory is the residue of thought' (Willingham) - thinking carefully about what children 'attend to' is the secret to remembering. Well designed activities, that are appropriately sequenced and chunked are important. There should be ample practice at every stage. Clear worked examples (modelling) and structures and supports to manage cognitive load (scaffolds) help children journey from novice to expert.

Proficiency requires Practise - practice through different stages from guided to independent as children build automaticity.

What is adaptive teaching ?!? Some answers, with the thinking of Clare Sealy...

Adaptive teaching - is not the new differentiation. It draw on insights from cognitive science to consider how teachers might support the whole class as opposed to an unmanageable and unhelpful focus on individuals or groups. The emphasis remains on all pupils (by and large) accessing the same curriculum. In short, teachers are alert to the '**demands that learning places on memory**' and they make changes to their approach accordingly. Teachers focus on the following when they 'adapt' their approaches to delivery the curriculum:

Reducing memory demands:

cutting down on the things learners have to think about at the same time.



Anticipate memory demands:

ensuring the curriculum is reinforced, sequenced, connected, prepped and deepened.



Support memory demands:

by scaffolding and 'outsourcing' some memory demands with resources.



Strengthen memory:

through a robust culture of retrieval and checking for what is secure in LTM.



Assessment - checking what children have learnt

Effective assessment is based upon a strong knowledge of its purpose and the intended curriculum.

Assessment theory: Assessment is understood in three ways: 'for', 'of' and 'as'. There is considerable overlap between each approach...



Assessment for learning (formative) involves providing feedback for practitioners and children that is used to improve teaching and learning. It is used in an 'live' way to adapt the curriculum in the moment e.g. addressing a misconception.

Assessment of learning (summative) identifies when specific curriculum goals/end points have been achieved - it is less frequent than AfL and has limitations as it often provides more limited information about children's security with smaller steps e.g. end of key stage tests such as SATs.

Assessment as learning (the testing effect) draws on the cognitive principle that children are likely to remember knowledge that they re-encounter and retrieve from their long term memory e.g. providing planned opportunities for children to re-encounter scientific words and use them in their speech and writing.

Assessment Purpose and Practice: There are two overlapping aims for our approach to assessment - the first is about **IMPACT** - we want to find out what children know as a result of teaching. The second is about **curriculum renewal** - how can insight from assessment help inform curriculum renewal in the short-medium term? To achieve these two aims we will prioritise the following actions:

Schema Showcase - Fnd Subjects

- * At the end of each unit/block of teaching, children will be supported to **retrieve** what they know about key concepts, vocabulary and knowledge. This retrieval will showcase their schema. These might be as mind maps or more complex enquiry questions.
- * SS may sit in a separate book.
- * Teachers can compare SS to initial curriculum ambition as set out in plans or knowledge organisers.
- * Teachers will produce overviews at the end of each year setting out subject **strengths and next steps** (based upon insight from SS) to inform transition and curriculum design in the next academic year.

Pupil Book Study - all subjects

- * Subject leaders will undertake PBS annually to monitor the impact of curriculum and inform 'intent' at a high level.
- * Insights from PBS will also be fed back to teachers.

A combination of SS and PBS will make learning visible.

Core Subjects

- * Using tests and Teacher assessment, schools will bi-annually make a judgement about whether children are below, at or above expected levels of attainment for their age and stage.

Our Trust Vision:

Our vision for pupils:

- * Strong attendance and outcomes for all.
- * Freedom and Justice.
- * A knowledge rich curriculum.
- * Research/evidence informed teaching.

Our vision for people:

- * Collaboration and kindness.
- * Opportunities to develop and learn.
- * A focus on wellbeing and workload.

Our vision for communities:

- * Schools at the heart of the community they serve.
- * A range of benefits to support families and vulnerable groups.
- * Ongoing support as pupils transition to their next school and beyond.

Our Trust Values:

Integrity: Courage to do the right thing for the child.

Collaboration: Working together, enabling each other.

Dedication: Committed to supporting and improving.

Kindness: Acting with compassion

Understanding (Openness): Listening and valuing one another

Innovation & Creation: Using expertise and research to transform.