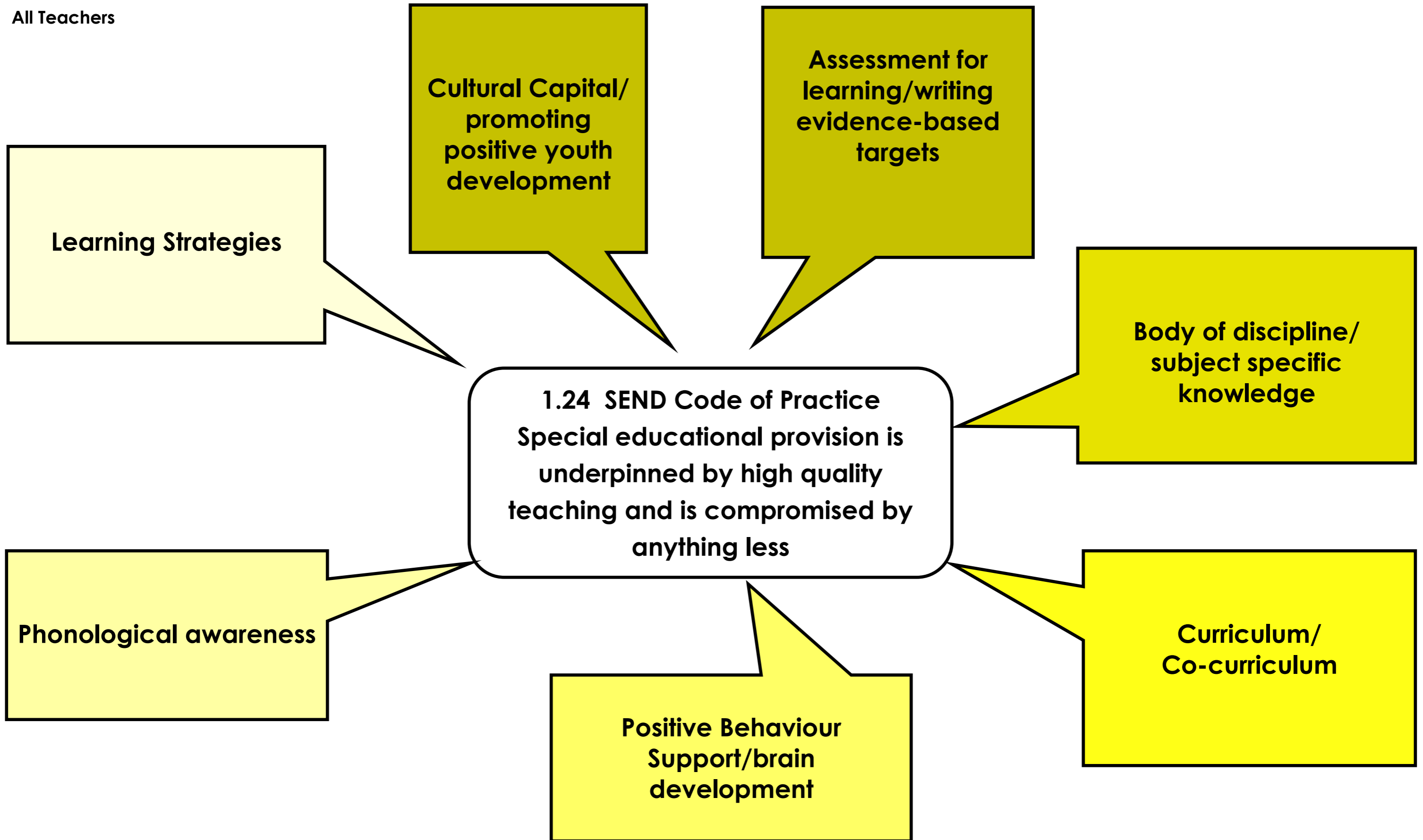


Teaching and Learning Progression Model

All Teachers



Teaching and Learning Progression Model

CPD: A contextualized, high quality, relevant, focused series of learning opportunities from June 2020– December 2021 with teachers' applying criticality to their own practice for authentic professional learning. Education Endowment Foundation (EEF) 7 steps of Metacognition and Self-Regulated Learning. Rosenshine's Principles of instruction. Tom Sherrington- Thematic interpretation for Teachers. Vygotsky- Zones of Proximal Development (ZPD); More Knowledgeable Other (MKO). Dunlosky- Strategies for Learning. Executive Functions, Pupil Agency & Active Learning. Leading in Learning: National Strategy DfE. Chartered College of Teaching. Bitesize Training Sessions. TES. Appraisal targets and conversations.

Intent: Cleaswell Hill School is a strong professional environment, encouraging collective imagination. Teachers to have powerful pedagogic strategies to support the teaching of learning based on research-informed learning strategies, so that all opportunities are taken to develop pupils knowledge and skills leading to them becoming more effective, successful learners.

'Teacher quality is the most important determinant of learning outcomes at the school level' Education Commission

Implementation: Teachers integrate evidence from their own and shared practice, theory and research to identify and implement a chosen range of strategies /areas of learning, which impact on pupil engagement and outcomes. Effective application due to shared responsibility for activating learning across colleagues.

Performance Management Targets to drive progress. Online training opportunities during Lockdown.

Impact: Highly effective teachers focusing on what they do best. Embracing meta-ideas with a greater self-efficacy, mobilizing powerful pedagogical strategies to support learning across school.

Teaching and Learning Action

Area of Learning	Awareness/Procedural knowledge	Deliberate Expertise/ Adaptive	Action	Who	Time
Learning Strategies	Metacognition; Rosenshine's Principles; Vygotsky -ZPD/MKO; Dunlosky; Executive Functions, Pupil Agency, Active Learning; Hattie/Yates– Visible Learning & the science of how we learn	Powerful pedagogic evidence-based strategies to support the teaching of learning. Analytical understanding of how pupils learn and core features of successful, research-informed classroom practice	Research on strategies and conduct discussion/gap analysis in Phase to enable focus on one strategy to support teacher professional development. Focus on Spirals of Enquiry type approach when considering how to improve learning	Phase Leaders KMCM to forward links	Autumn Term 2020
Phonological awareness	Research on phonological awareness and its importance and reliability in predicting reading ability	5 levels of phonological awareness from simplest to most complex evident in the teaching of reading	Learn more about phonemic awareness, browse articles, research briefs and video links	Teachers as relevant Interventions Lead Helen Moulton	Spring—Summer 2021
Positive Behaviour Support/brain development	Attachment and Trauma research-informed approaches eg. PACE (Playfulness, Acceptance, Curiosity, Empathy); 6 Principles of Nurture; Recovery Curriculum; BSP's/RA's/MAPA; Engagement Model; Karpman's Drama Triangle; Character education– 6 Benchmarks; Enabling Environments; SEMH interventions; MHWB	Teachers are outstanding Transactional Supports able to flexibly call on a depth of relevant, informed understanding and skills to work positively alongside children	Build on earlier sessions with David Young. Brain development course OT	Teachers SO/AT Mental Health Champion ;Emma Steele Positive Behaviour Policy ;Julie Brown Early development ;Suzanne Oliver Engagement ;Carly Duffield Nurture ;Helen McIntyre Child Psychotherapist ;David Young	Spring—Summer 2021
Curriculum/Co-curriculum	Planned learning activities, plus that which sits alongside. School culture underpinned by explicit values-based education. Parent enrichment; Human Library	Adopt, adapt, abandon. Irresistible invitations for learning. Opening opportunities for lifelong passions, learning and growth.	Recovery Curriculum in place Curriculum flow document produced Subject Progression Models completed and on website Subject scrutinies begin	Phase Leaders/Teachers Phase Leaders/KMCM Subject Leads/KMCM Subject Leads/KMCM	Autumn Term 2020
Body of discipline/subject specific knowledge	Facts, concepts, theories, ideas, debates	Application of these associated with a particular discipline or subject area	All non-specialist teachers have current knowledge and skills	Teachers	Ongoing research and development
Cultural Capital/promoting positive youth development (PYD)	Emphasis on strengths and providing supports and opportunities to help achieve goals and transition to adulthood Teachers knowledge of pupils context and SEND	Teachers knowledge of pupils context and SEND to focus curriculum planning on the knowledge, understanding, skills and attributes needed to succeed in life	Familiarise with ED Hirsch's concept of cultural literacy. Build cultural capital resources and ideas, and thread through curriculum. PYD framework explored as a dynamic concept based on individual talents, skills and potential to develop competencies, values and connections needed for a successful life	Teachers	Spring—Summer 2021
Assessment for learning/writing evidence-based targets	Identify appropriate ways to create feedback Aware of internal and external data/sources to support target writing	Feedback used to improve pupil performance Credible, strong, meaningful long and short term goals on EHCP/PLIM	Sharing of SCERTS target writing seminar SMART targets Attend EHCP online training Discussion on practice	SO with Phase Leaders PFH with Phase Leaders ES/KMCM/Teacher from Phases 1-6 Teachers	Autumn Term 2020 Spring—Summer 2021