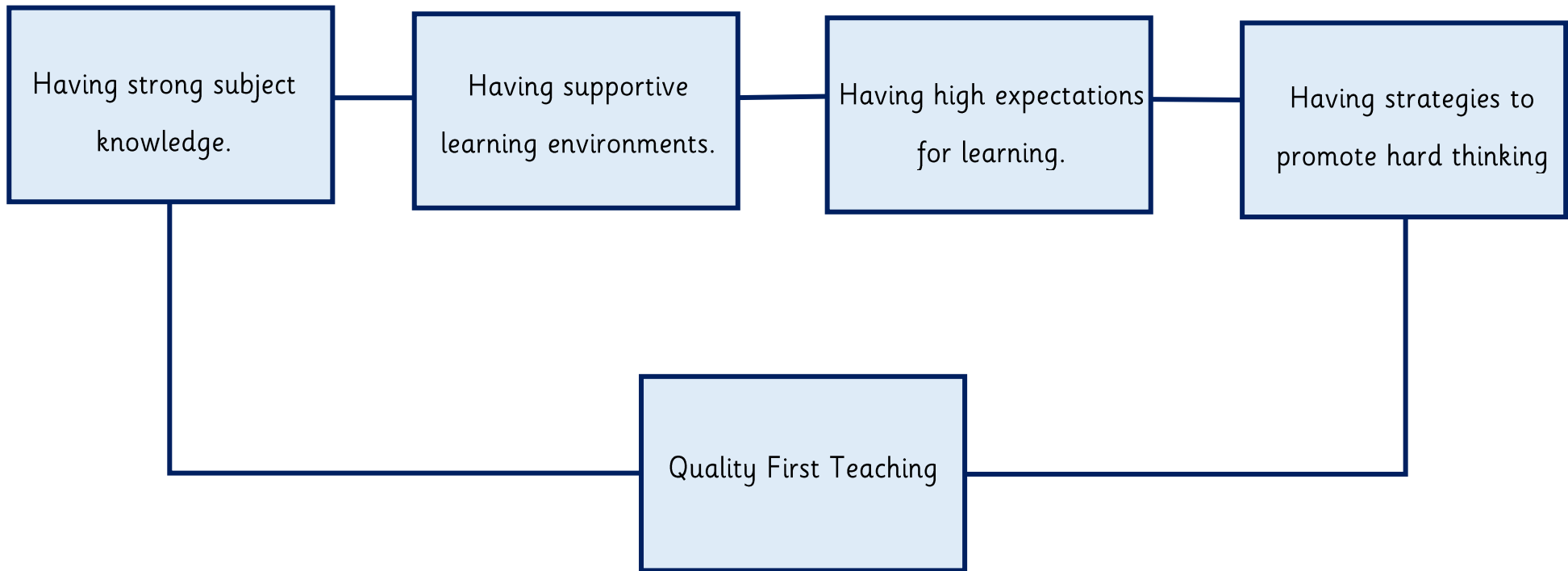




# Teaching and Learning Model



At Illuminate Minds Trust we provide 'Excellence Every Day' through:



Having strong subject knowledge.

You must ensure you have a sound understanding of the content that you are teaching.

You must have a clear understanding of the sequencing of the curriculum. Lessons must ensure positive progress in the development of children's knowledge and skills.

Have a fluent knowledge of common student strategies, misconceptions and barriers to learning on the content you are teaching.

Keep updated with relevant curriculum initiatives.

Illuminate Minds offer:

- CPD tailored to each individual.
- Expert subject leaders.
- A clearly sequenced curriculum that supports the progression of knowledge and skills.
- Opportunities for cross trust collaboration.



Having supportive learning environments.

You must ensure interactions with children are based on mutual respect, care, empathy and warmth. You must avoid negative emotions when interacting with the children.

You must create a climate of high expectations. These expectations will need to have high challenge and high trust in order for children to feel safe to have a go.

You must instill a positive climate of peer-peer relationships. The school values must be presented and referred to at all times.

A 'can-do' attitude must be promoted at all times. You must ensure children are motivated to learn by appropriate challenge.

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- Expert subject leaders.
- A clearly sequenced curriculum that supports the progression of knowledge and skills.
- Opportunities for cross trust collaboration.



Having high expectations for learning.

You must manage time effectively in the classroom to ensure there is no wasted learning time.

You must give clear instructions at all times so children are aware of what they need to be doing. Clear routines need to be established in the classroom.

All children within a lesson need to be exposed to a desirable level of challenge, this needs to be something they can overcome through increased effort.

Ensure the school behaviour policy is followed at all times. Rules, expectations and consequences for behaviour need to be explicit.

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- Opportunities for cross trust collaboration.



Having strategies to promote hard thinking.

All lessons must have a clear structure. Scaffolding and support must be available for these tasks. This will then gradually be removed to allow children to succeed independently.

You must present new ideas clearly and concisely. Connections must be made to new content and prior knowledge. You must model new learning within every lesson with appropriate scaffolding.

Use questions to promote elaboration and connected, flexible thinking (E.g. Why? Compare etc.); using open ended questioning techniques to elicit hard thinking.

You must help children to plan, regulate and monitor their own learning.

The children's learning tasks must embed and reinforce learning.

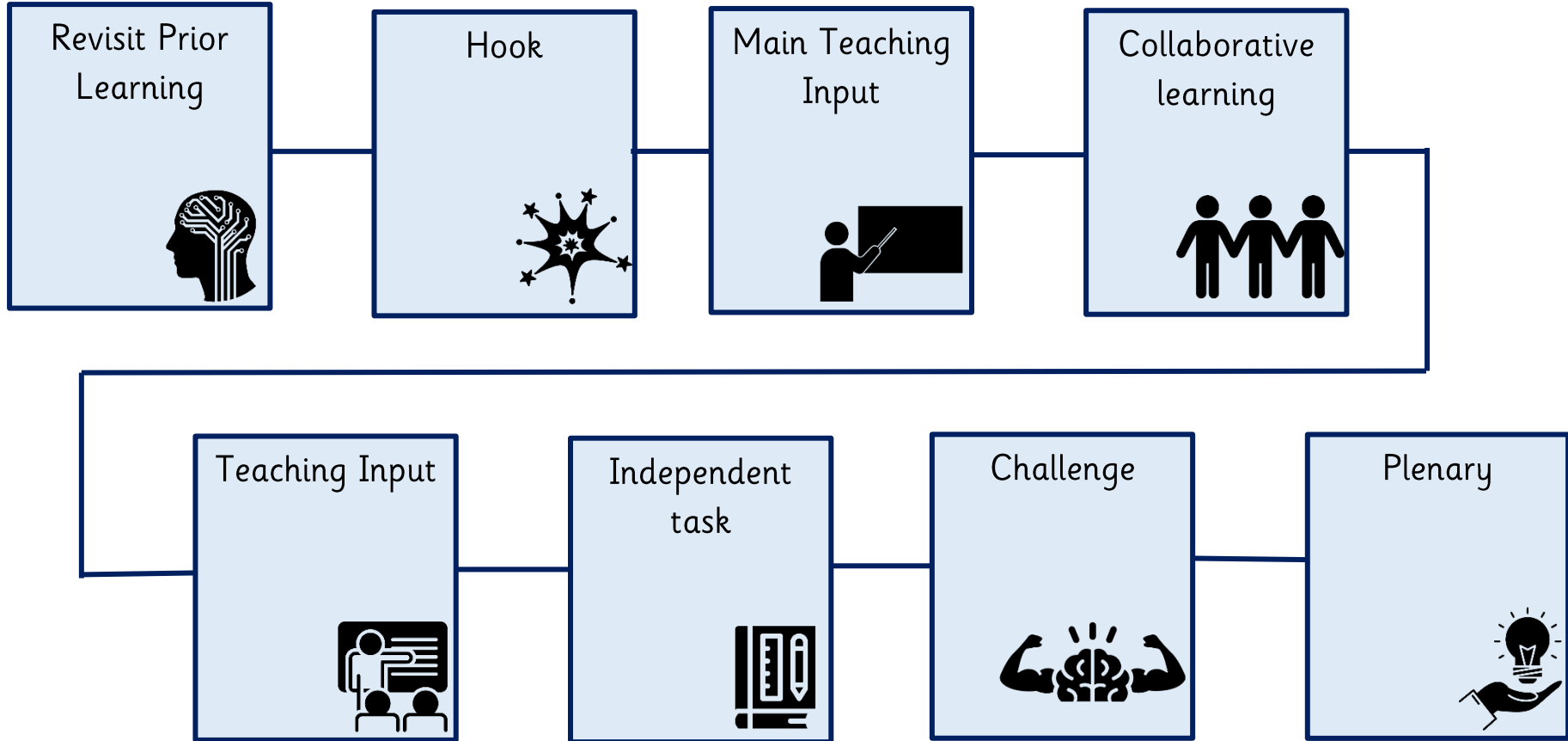
You must give children actionable feedback that guides their learning. This can either be through verbal or written feedback.

### Illuminate Minds offer:

- CPD tailored to each individual.
- Expert subject leaders.
- A clearly sequenced curriculum that supports the progression of knowledge and skills.
- Opportunities for cross trust collaboration.



A typical Illuminate Minds lesson structure:



## Revisit Prior Learning



At the beginning of each lesson a short retrieval task should be completed by all children. At Illuminate Minds Trust we understand the importance of regularly recalling information from the long term memory in order to enhance learning. This section of the lesson will be completed on mini-whiteboards and should be no longer than 5 questions. This is a perfect time to distinguish between performance (what has been seen during a lesson) and learning (permanent change in knowledge).

## Hook



At Illuminate Minds Trust our lessons are engaging, exciting and inspiring. Hooks provide a gateway into the lesson's objective that can motivate children to learn the content that is being taught. Children learn best when they are engaged and motivated which is why our classrooms offer an aspect of awe and wonder within all lessons.

## Main Teaching Input



Within this section of the lesson direct instruction will be used. This section of the lesson is highly teacher-led and focuses on frequent questioning and guided practice to help children learn a new concept or topic. Teachers will encourage pupils to verbalise their reasoning and ask questions to ensure pupils are fully understanding what is being taught.

## Collaborative learning



At Illuminate Minds Trust we understand the importance of talk in the classroom. During the collaborative learning part of the lesson teachers will provide the children with well-structured tasks that promote high quality talk, exploration and positive interactions between children. Class teachers will use the terminology 'think-pair-share', this structure of collaborative learning not only allows children to feel they have the opportunity to share their thoughts but also understand other people's ideas have value.

## Teaching Input



This part of the lesson focuses on common misconceptions which may be made during the lesson or those that have been identified during the collaborative learning stage. At Illuminate Minds Trust we understand that modelling is one of the most important factors in ensuring children learn a particular concept. At Illuminate Minds Trust we use the 'I do. We do. You do' approach to ensure we are not increasing children's cognitive load.

## Independent task



This part of the lesson children will be using and applying their new skills. Through the two teaching inputs and the collaborative learning section, teacher's will be able to identify which children still have misconceptions with their learning and the correct level of support can be put into place for individuals. This section of the lesson should will be differentiated to ensure all children are able to access the learning.

## Challenge



At Illuminate Minds trust we understand the importance of all learners in the classroom having adequate challenge throughout the lesson. Our teachers are skilled in questioning children throughout the lesson to deepen their understanding and challenge their thinking. At this part of the lesson differentiated challenges are given to the children to stretch and extend their thinking.

## Plenary



At Illuminate Minds trust we understand the importance of checking children's understanding throughout a lesson. Mini-plenaries are planned into a lesson to summarise learning, and this will ensure all children are showing an understanding. During the plenary section of the lesson we give children the opportunity to reflect on what and how they have learnt as well as guiding them to their next steps to success.

## Lesson Objectives and Success Criteria

At Illuminate Minds Trust we believe that one of the most important things in the classroom is that children know where they are going. We believe that Learning Objectives and Success Criteria are essential in the learning journey for children. We believe that Learning objectives should be the same for the whole class- however success criteria can be differentiated.

Learning objectives will focus on the content, skills and concepts that need to be learned, rather than the tasks and activities themselves.

Learning objectives should be:

- Clear
- Specific

Time within the lesson should be spent clarifying, sharing and understanding a learning objective. Learning objectives and success criteria will be printed out on the pro-forma below and stuck into children's learning books. This enables children to be able to refer to these throughout the lesson.

**Learning Objective:**

**Success Criteria:**

•

•

•



## Planning

We understand the importance of ensuring high quality planning is produced for all lessons. This is to ensure our children receive 'Excellence Every Day'. Planning should focus upon what skills and knowledge we would like the children to develop. Teachers will work collaboratively with their year partner, subject leads and the senior leadership team to ensure all children receive high quality teaching. Please see Appendix A for planning documents.

## Pace of learning

Lessons need to be snappy in order to hold the children's engagement. Lessons should follow the teaching and learning model at all times which will enable lessons to be exciting, engaging and fast paced. This links to our trust motto of 'Excellence Every Day' as the fast paced learning environments will ensure there is no wasted learning time within lessons.

## Presentation

At Illuminate Minds trust we have high expectations within all that we do. Presentation of learning needs to be neat, tidy and showcase the amazing learning. Teachers must remember they are the most important role models for presentation and high expectations! At Illuminate Minds we establish high expectations and pride in everything we do – both of ourselves and of the pupils.

## Our teaching and learning 'do's and don'ts'

| Do   | Don't   |
|--|---|
| <ul style="list-style-type: none"><li>• Offer children excellence every day.</li><li>• Plan motivating and stimulating lessons<ul style="list-style-type: none"><li>• Challenge children's thinking</li><li>• Have high expectations</li></ul></li><li>• Stand and deliver lessons with enthusiasm<ul style="list-style-type: none"><li>• Offer children awe and wonder</li><li>• Promote school values</li></ul></li><li>• Offer fast feedback within all lessons</li></ul> | <ul style="list-style-type: none"><li>• Use worksheets or revision books in lessons</li><li>• Sit behind desks whilst delivering lessons</li><li>• Use negative language towards children</li></ul> |



## Feedback Expectations

At the Illuminate Minds Trust we know that research tells us that providing feedback is one of the most effective and cost-effective ways of improving pupil learning. The EEF/Sutton Trust Teaching and Learning Toolkit found that effective feedback, on average, leads to improvements of 8+ months progress over a year, in addition, to the progress a pupil would 'normally' make.

At the Illuminate minds trust we have adopted a 'live feedback' ethos which is underpinned by each individual school having a culture of Growth Mindset and metacognition.

Below are our expectations for our 'live' feedback:

- ❖ All learning is acknowledged through conferencing/discussion/immediate feedback.
  - Conferences are timetabled but can be spontaneous according to need. They can be held as individual subject conferences or combined subject conferences.
  - Maths and English in-depth conferences are held for each child at least once every two weeks.
  - Science conferences should happen at least once every unit.
  - Foundation subject conferences should happen at least once every unit.
  - On the spot feedback happens as much as possible and children should make reflections.
  - High expectations of presentation are paramount. It should be the first item on the success criteria (I can present my learning beautifully).
  - It is expected that children make purple pen reflections at least three times a week in English and Maths books.
- ❖ The class teacher/cover teacher keeps a record of which children have had conferences to ensure every child has the minimum required.
- ❖ All staff to keep notes of the key feedback points given during the lesson



- ❖ Self/Peer reflection time is built into all lessons to enable children to consider what they have learnt, how they might improve and what their next steps might be.
- ❖ Learning objectives and success criteria are explained to children at the beginning of each lesson.
- ❖ Success Criteria forms the basis of effective feedback.
- ❖ There is always a clear success criteria for the children to refer to.
- ❖ Feedback is specific and about improvements that can be made- not just what is right or wrong.
- ❖ Targets are reviewed regularly (during each adult/pupil conference).
- ❖ New targets are set through discussion and the child is encouraged to become increasingly independent at considering own learning needs and next steps.
- ❖ All reflections are recorded in learning books.
- ❖ Teacher conference reflections are recorded in learning books.
- ❖ Marking stations are set up, in maths lessons, for children to check their own work
- ❖ Children mark and reflect on their learning with a green pen either with peer/adult support or by themselves.



# Appendix A

| Illuminate Minds<br>Weekly Planning |  | Subject:                                | Class:<br>Term:<br>Week:         | Key Vocabulary:                                  |                                      |         |
|-------------------------------------|--|---|----------------------------------|--|--------------------------------------|---------|
|                                     | Vocabulary Starter/<br>Prior Knowledge Check | Learning Objective/ Success<br>Criteria | Whole Class Teaching (Modelling) | Focus Questions for<br>Collaborative<br>Learning | Individual/Group<br>Independent Task | Plenary |
| Monday                              |  | <b>LO:</b><br><b>SC:</b><br>•           |                                  |  |                                      |         |
| Tuesday                             |  | <b>LO:</b><br><b>SC:</b><br>•           |                                  |  |                                      |         |
| Wednesday                           |  | <b>LO:</b><br><b>SC:</b><br>•           |                                  |  |                                      |         |
| Thursday                            |  | <b>LO:</b><br><b>SC:</b><br>•           |                                  |  |                                      |         |
| Friday                              |  | <b>LO:</b><br><b>SC:</b><br>•           |                                  |  |                                      |         |

