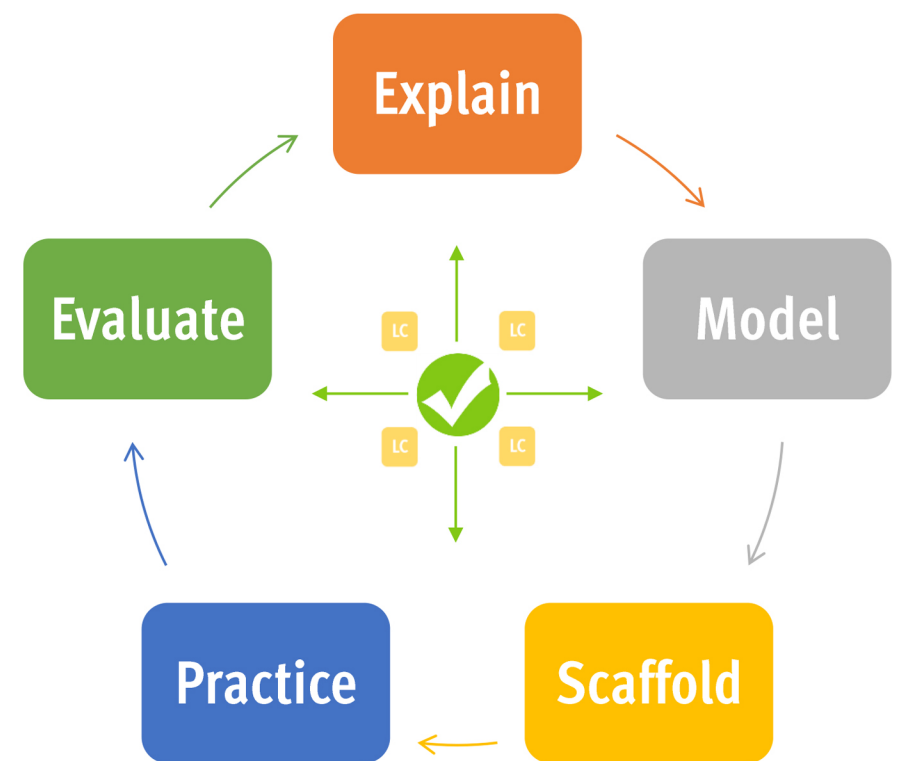




## What is Redhill School's EDUCATIONAL INTENT for Explain?

- All stakeholders will be able to articulate the learning journey within each of their subjects, so that the bigger picture is exposed for all.
- Key Threshold Concepts are explicitly identified, so that all stakeholders are able to see the Knowledge and Skills that will be acquired and applied.
- The Learning Journey will be used purposefully to ensure that learning is 'visible'.
- Regular and meaningful Learning Checks will be strategically mapped onto the Learning Journey, and then these will be used to inform T&L.
- Adaptive/Responsive Teaching will be explicitly used to close gaps and be responsive to pupil needs, which will move learning forward.

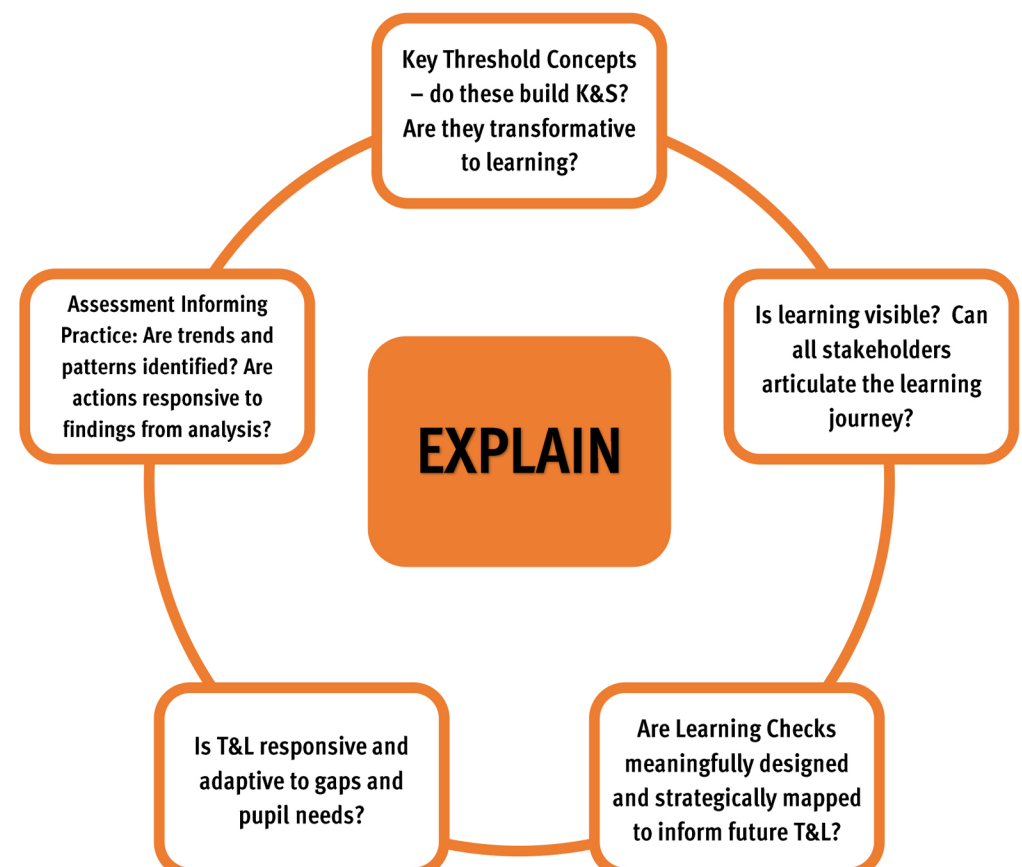


## Redhill Educational Intent for Explain: Expectations

- ❑ Clearly outlined threshold concepts, which have been mapped and be seen as building blocks; this should be organised/sequenced so that it builds on prior knowledge and moves learning forward towards a defined end point.
- ❑ Teachers and learners are able to see and articulate the learning journey
- ❑ The journey has got to be explicit to all stakeholders, not only in the teaching, but also the resources/materials, and of course the Learning Checks and Assessment.
- ❑ Teaching should be informed by the Learning Checks and Assessment; there should be explicit learning conversations that show that lessons are building towards an assessment.
- ❑ Assessment *informs* Adaptive Learning/Responsive Teaching

## Explain - Quality of Education Expectations for Reviews:

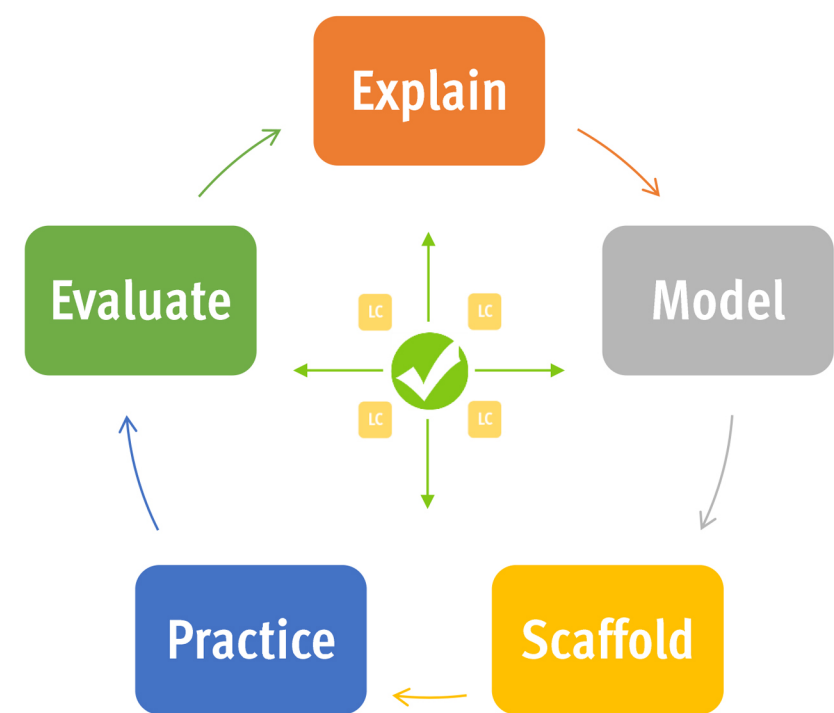
- ✓ Key Threshold Concepts clearly identified and strategically mapped on Learning Journey - Evidence: *Learning Journey* – is what is seen faithful to the Lesson Looks and Book Looks (this might not be evident in cycle 1)? Staff Voice – can staff articulate these?
- ✓ Pupils are able to articulate their Learning Journey, with the ability to forensically identify what they know and what gaps they still have – Evidence: *Pupil Voice* (this might not be evident in cycle 1). Staff Voice.
- ✓ Learning Checks will be used to inform future T&L – Evidence: *Book Looks and Lesson Looks*
- ✓ Adaptive teaching and learning will visibly be responsive to pupil gaps and needs – Evidence: evidence of modelling and scaffolding; pupils being able to precisely articulate their learning journey; forensic feedback that is acted upon and clearly moves learning forward; peer and self-assessment that demonstrates progress of pupils building on prior knowledge/skills and feeding forward into future learning.





## What is Redhill School's EDUCATIONAL INTENT for Modelling and Scaffolding?

- Modelling will be used as an instructional strategy for learning. Teacher explanation, demonstration and joint practice will be used to introduce concepts and/or approaches to learning.
- Modelling will be used regularly to provide examples for learning, for practice, and for assessment. Thinking out loud during the process can and will be used to unlock the metacognitive aspects of learning. Exploring thinking will be used by all stakeholders.
- Scaffolds and Models will be used to support pupils moving from dependence to independence. They will be agile and adaptable in their design, so that they are responsive to the learning checks that take place, which will ensure they meet the needs of all pupils.
- Activating prior knowledge and skills will be used to ensure that Models and Scaffolds enable learning, connecting concepts for pupils and ensuring they understand the 'bigger picture'.
- Scaffolds will be designed and used to 'prompt' pupils in their learning, and support them in their deliberate practice.
- Models and Scaffolds will be strategically designed, organised and utilised within T&L to allow all pupils, at all levels, to make progress.
- Models and Scaffolds will be used to set clear expectations for pupils when acquiring and applying knowledge and skills. They will be used to draw out the key threshold concepts and key learning opportunities for pupils.
- Teacher explanation, demonstration and joint practice will facilitate and consolidate learning, allowing pupils to embed knowledge and skills.
- Pupils will also be given opportunities to model to their peers, which allows pupils to lead their own learning, and also develops confidence and mastery.

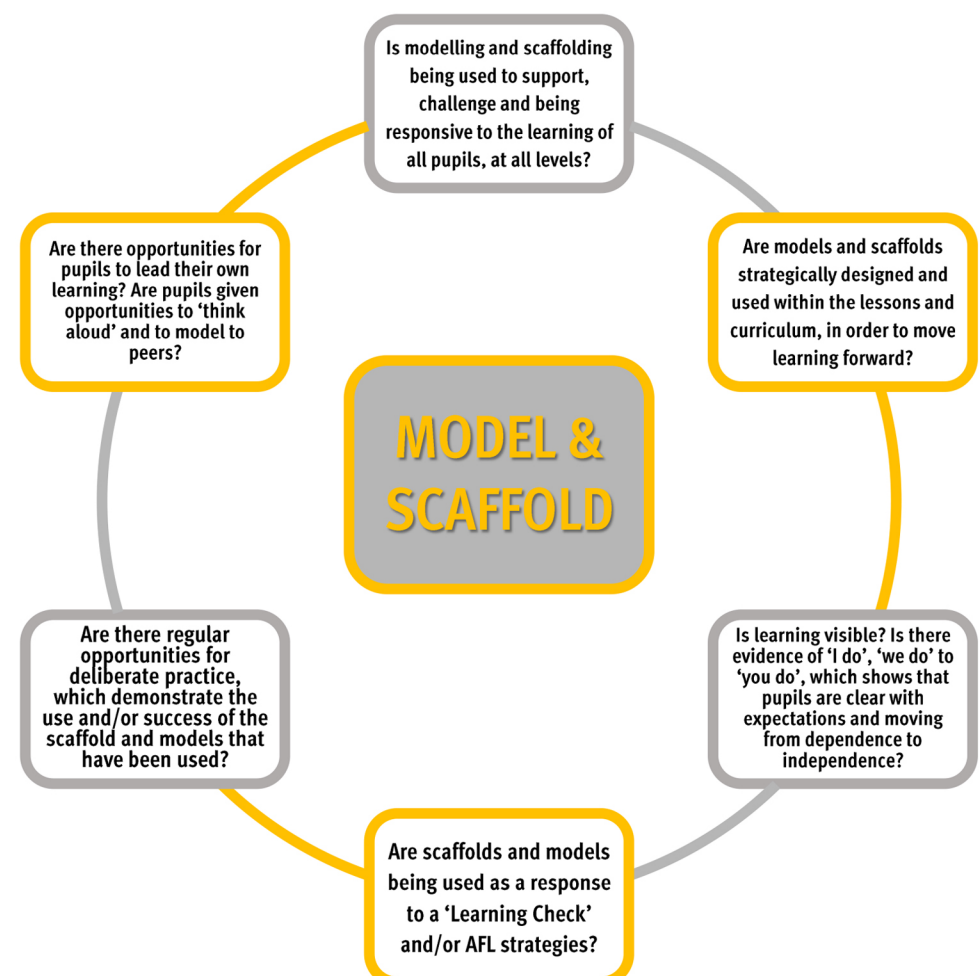


## Redhill Educational Intent for Modelling and Scaffolding: Expectations

- Models and Scaffolds will be regularly used to provide appropriate examples for pupils, making the learning and expectations explicit to all stakeholders.
- Teacher demonstration/explanation, joint practice and pupil's deliberate practice will be supported (appropriately) with the use of purposeful scaffolds and models, allowing pupils to successfully move from 'I do', 'we do' to 'you do'.
- Assessment informs Adaptive Learning/Responsive Teaching. Therefore, the use of scaffolding and modelling will be used as a powerful 'responsive teaching' tool, which is explicit to all stakeholders and meets the needs of pupils.
- Models and Scaffolds will also be used as an AFL tool for all stakeholders, and particularly for pupils. Teacher demonstration, 'Teacher talk' and 'thinking out loud' strategies should be used to ensure that the acquisition and application of knowledge and skills are visible to all and are clearly understood.

## Modelling and Scaffolding - Quality of Education Expectations for Reviews:

- Models and Scaffolds will be regularly used to provide appropriate examples for pupils, making the learning and expectations explicit to all stakeholders. **Evidence – scaffolding and modelling will be visible in book looks and lesson looks.**
- Teacher demonstration/explanation, joint practice and pupil's deliberate practice will be supported (appropriately) with the use of purposeful scaffolds and models, allowing pupils to successfully move from 'I do', 'we do' to 'you do'. **Evidence - Deliberate Practice, application opportunities and extended writing in books and lessons will demonstrate the success of these techniques.**
- Assessment informs Adaptive Learning/Responsive Teaching. Therefore, the use of scaffolding and modelling will be used as a powerful 'responsive teaching' tool, which is explicit to all stakeholders and meets the needs of pupils. **Evidence - pupils being able to precisely articulate their learning journey; forensic feedback that is acted upon and clearly moves learning forward; peer and self-assessment that demonstrates progress of pupils building on prior knowledge/skills and feeding forward into future learning.**
- Models and Scaffolds will also be used as an AFL tool for all stakeholders, and particularly for pupils. Teacher demonstration, 'Teacher talk' and 'thinking out loud' strategies should be used to ensure that the acquisition and application of knowledge and skills are visible to all and are clearly understood. **Evidence – pupil voice: pupils should be able to talk through expectations and clearly explain what they need to do, in order to progress. Lesson Looks and Book Looks should show evidence of models and scaffolds being used to ensure that all learners, at all levels are being supported, challenged and are able to make some improvement.**

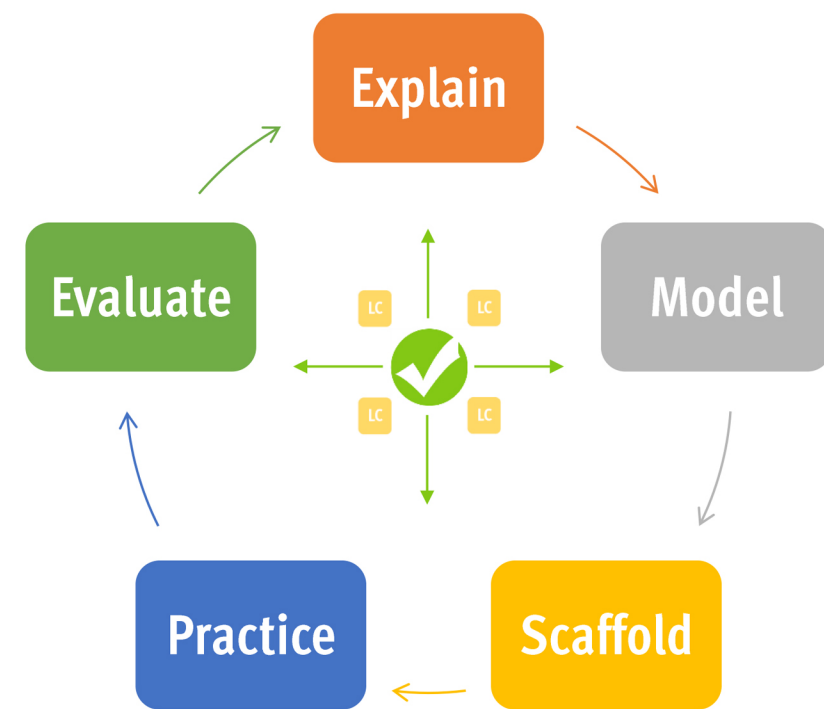






## What is Redhill School's EDUCATIONAL INTENT for Practice?

- In order to close the 'knowing-doing gap', Practice will be used effectively to allow pupils to put theory into 'fluent practice'.
- Practice will be DELIBERATE within classrooms. Deliberate Practice has been defined as, "purposeful practice that knows where it is going and how to get there." It also requires a clear model of what expert performance looks like and what actions need to be taken to achieve that level of performance.
- Deliberate Practice will lead to improvement. Time will be given to gain expertise through the improvement of mental processes, and will develop mental models of what 'good' looks like. Pupils will be given time to apply knowledge, practise skills and actions to the point of making them automatic.
- Deliberate Practice should not be confused with the notion of 'mindless repetition'. Deliberate Practice is much more complex and will link pupil's practice to 'expert' scaffolds and models, which will be challenging, supportive and forensic; it will provide time for reflection; feedback will be given that makes it clear how to improve, which will play a huge role in pupil progress/improvement, and then finally there will be further opportunities for pupils to practise again, acting on the elements of Deliberate Practice that have been identified.
- Guided Practice will be used to ensure that misconceptions and/or gaps in knowledge and skill are not repeated by providing intervention opportunities. Practice does make 'permanent', so it is important that 'mis-learning' is not being repeated, as this is very difficult to then undo.
- Feedback on Practice will be timely, diagnostic and will show pupils HOW and WHAT they need to do to improve.

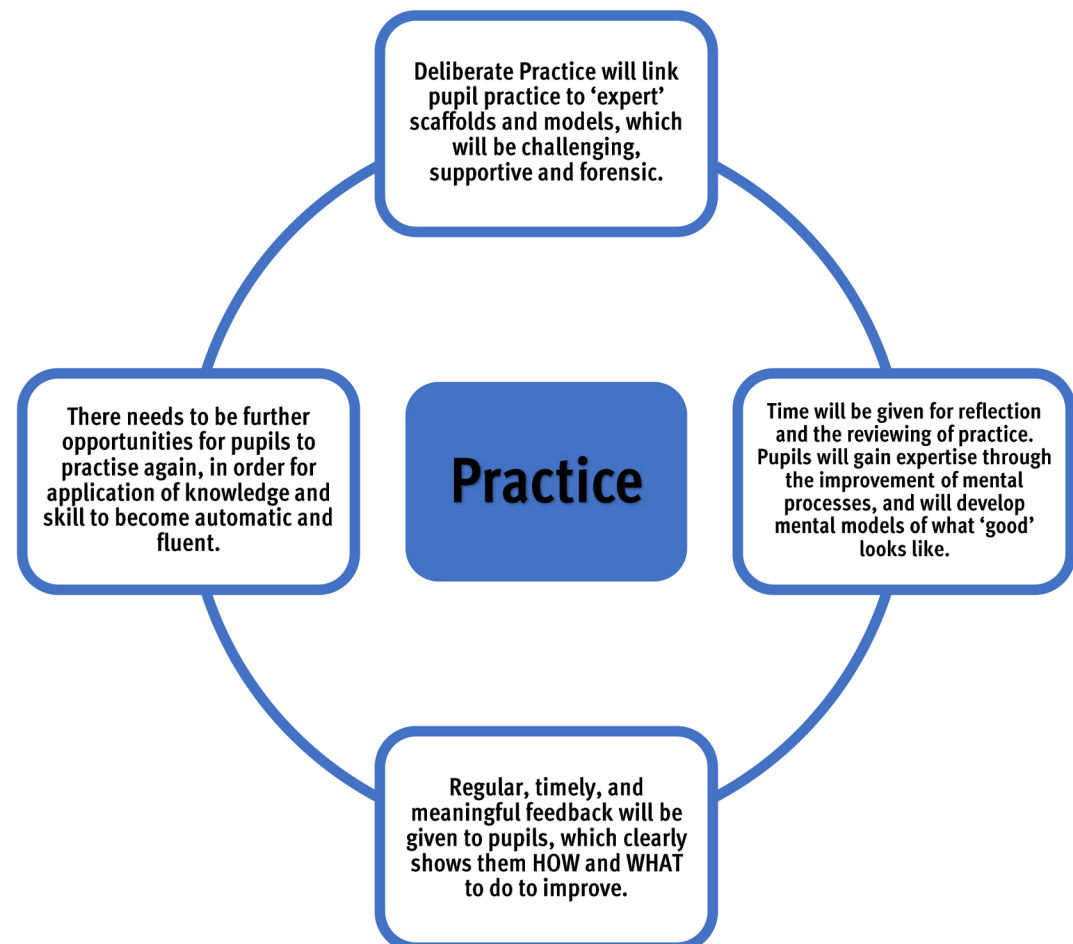


## Redhill Educational Intent for Practice: Expectations

- ❑ Practice will be deliberate and will be carefully planned into the sequence of learning to ensure that pupils are able to make improvements. Practice will also be guided (when appropriate) to ensure that any gaps or misconceptions are swiftly addressed.
- ❑ Within Deliberate Practice, 'expert' models and scaffolds will be used, which will be challenging and supportive, in order to meet the needs of all learners.
- ❑ Teachers will give timely and diagnostic feedback during episodes of Deliberate Practice, which will clearly identify HOW and WHAT pupils need to do to improve.
- ❑ Time will be provided for pupils to be able to review and reflect, and then further opportunities to practise will be given to allow pupils to be able to make the application of knowledge and skills fluent.

## Practice - Quality of Education Expectations for Reviews:

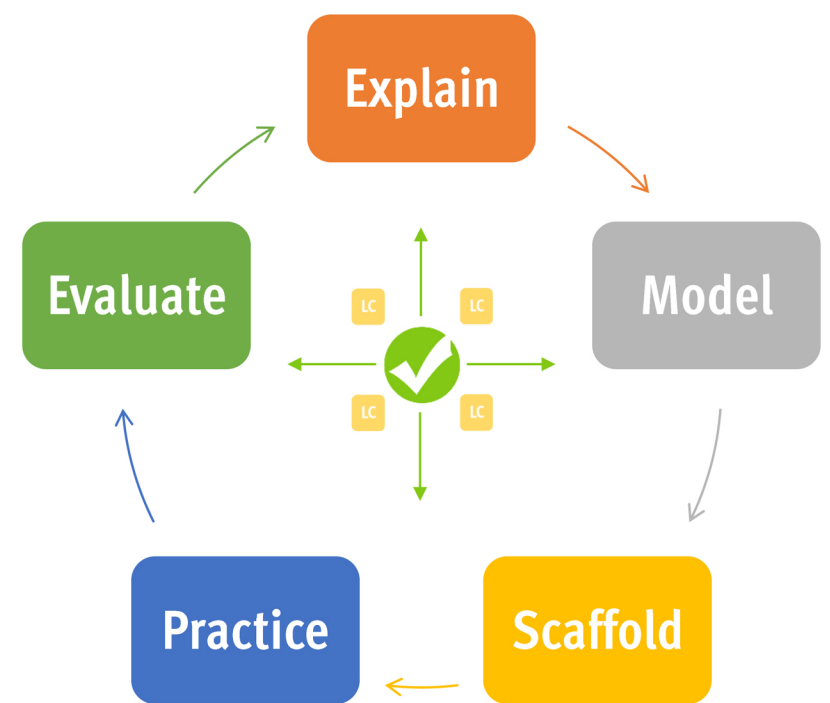
- ✓ Practice will be deliberate and will be carefully planned into the sequence of learning to ensure that pupils are able to make improvements. Practice will also be guided (when appropriate) to ensure that any gaps or misconceptions are swiftly addressed. **Evidence – Deliberate and Guided Practice will be visible in book looks and lesson looks. Regular opportunities will be seen in books for extended writing and/or application of knowledge and skills.**
- ✓ Within Deliberate Practice, 'expert' models and scaffolds will be used, which will be challenging and supportive, in order to meet the needs of all learners. **Evidence - scaffolding and modelling will be visible in book looks and lesson looks.**
- ✓ Teachers will give timely and diagnostic feedback during episodes of Deliberate Practice, which will clearly identify HOW and WHAT pupils need to do to improve. **Evidence - Pupil Voice: pupils should be able to talk through expectations and clearly explain what they need to do, in order to progress. Forensic feedback that is acted upon and clearly moves learning forward should be seen in lesson looks and book looks; self-regulation within learning that demonstrates progress of pupils building on prior knowledge/skills and feeding forward into future learning.**
- ✓ Time will be provided for pupils to be able to review and reflect, and then further opportunities to practise will be given to allow pupils to be able to make the application of knowledge and skills fluent. **Evidence – Pupil Voice: pupils will be able to talk confidently about their progress and what they have learnt during their reflection and review opportunities. Lesson Looks and Book Looks should show evidence of 'expert' models and scaffolds being used to ensure that all learners, at all levels are being supported, challenged and are able to make some improvement.**





## What is Redhill School's EDUCATIONAL INTENT for Evaluate?

- Evaluate at Redhill, whether summative or formative, is used as a tool to inform ongoing learning and pedagogy.
- Learning Checks and Assessments are designed and sequenced in order to inform all leaders, teachers and pupils about knowledge and skill acquisition, and to identify specific gaps and/or where more practice is needed.
- We recognise that learning isn't linear and therefore learning is organised to identify barriers, gaps and misconceptions, which then allows teachers to plan the most effective ways to overcome and circumvent these problems through the efficacy of adaptive and responsive teaching.
- Assessments and Learning Checks are designed and organised to ensure that the curriculum is ambitious, challenging and builds knowledge and skills over time - for all learners, at all levels.
- Evaluation informs feedback. Feedback will be appropriate, timely and diagnostic; it will be clear to pupils from the feedback what they need to do to improve and/or how they can improve.



## Redhill Educational Intent for Evaluate: Expectations

- ❑ Evaluation of learning will be a key part of the teaching and learning process for all stakeholders; it will ensure that learning is visible and will be used to inform 'next steps' in the learning journey.
- ❑ Learning Checks and Assessments will be designed and sequenced in order to inform all leaders, teachers and pupils about knowledge and skill acquisition, and to identify specific gaps and/or where more practice is needed.
- ❑ Assessment/Evaluate informs Adaptive Learning/Responsive Teaching. This should be visible and all stakeholders should be able to articulate this.
- ❑ Teachers will give timely and diagnostic feedback during episodes of learning, which will clearly identify HOW and WHAT pupils need to do to improve.

## Evaluate - Quality of Education Expectations for Reviews:

- ✓ Evaluation of learning will be a key part of the teaching and learning process for all stakeholders; it will ensure that learning is visible and will be used to inform 'next steps' in the learning journey. Evidence – in book looks and lesson looks, learning and progress will be visible; teacher and pupil voice will also demonstrate the ability to articulate the learning journey and how progress has/continues to be made.
- ✓ Learning Checks and Assessments will be designed and sequenced in order to inform all leaders, teachers and pupils about knowledge and skill acquisition, and to identify specific gaps and/or where more practice is needed. Evidence - regular opportunities will be seen in books for extended writing and/or application of knowledge and skills, alongside visible learning checks and evaluation informing DIT.
- ✓ Assessment/Evaluate informs Adaptive Learning/Responsive Teaching. This should be visible and all stakeholders should be able to articulate this. Evidence – Pupil Voice: pupils will be able to talk confidently about their progress and what they have learnt during their reflection and review opportunities. Lesson Looks and Book Looks should show evidence of 'expert' models and scaffolds being used to ensure that all learners, at all levels are being supported, challenged and are able to make some improvement.
- ✓ Teachers will give timely and diagnostic feedback during episodes of learning, which will clearly identify HOW and WHAT pupils need to do to improve. Evidence - Pupil Voice: pupils should be able to talk through expectations and clearly explain what they need to do, in order to progress. Forensic feedback that is acted upon and clearly moves learning forward should be seen in lesson looks and book looks; self-regulation within learning that demonstrates progress of pupils building on prior knowledge/skills and feeding forward into future learning.

