Securing Effective Learning

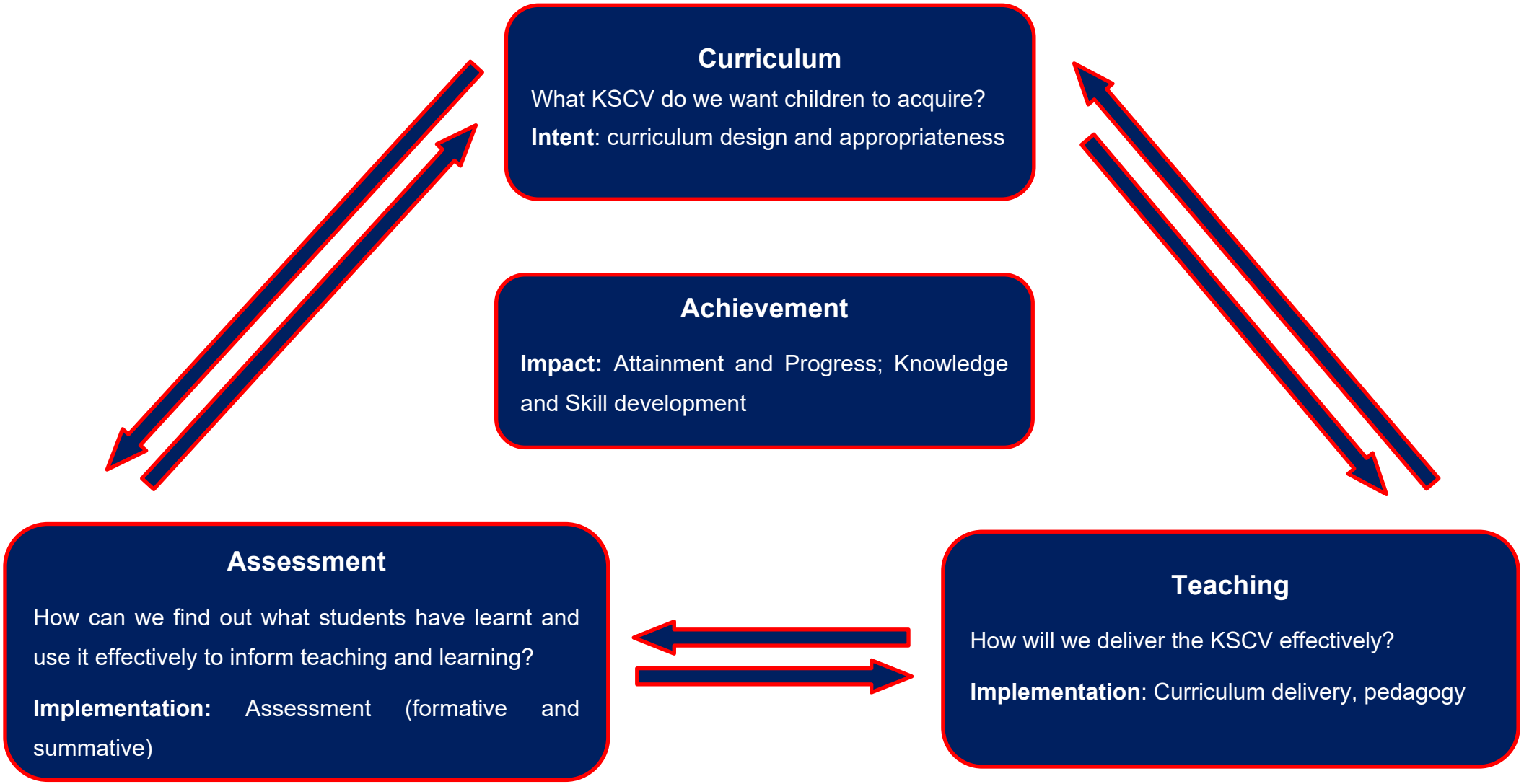
School Vision

At Chesswood Junior School we inspire our whole school community to enjoy their learning adventure and have fun along the way. We ignite a passion for learning throughout the school community, securing excellence, empathy and equality in all that we do.

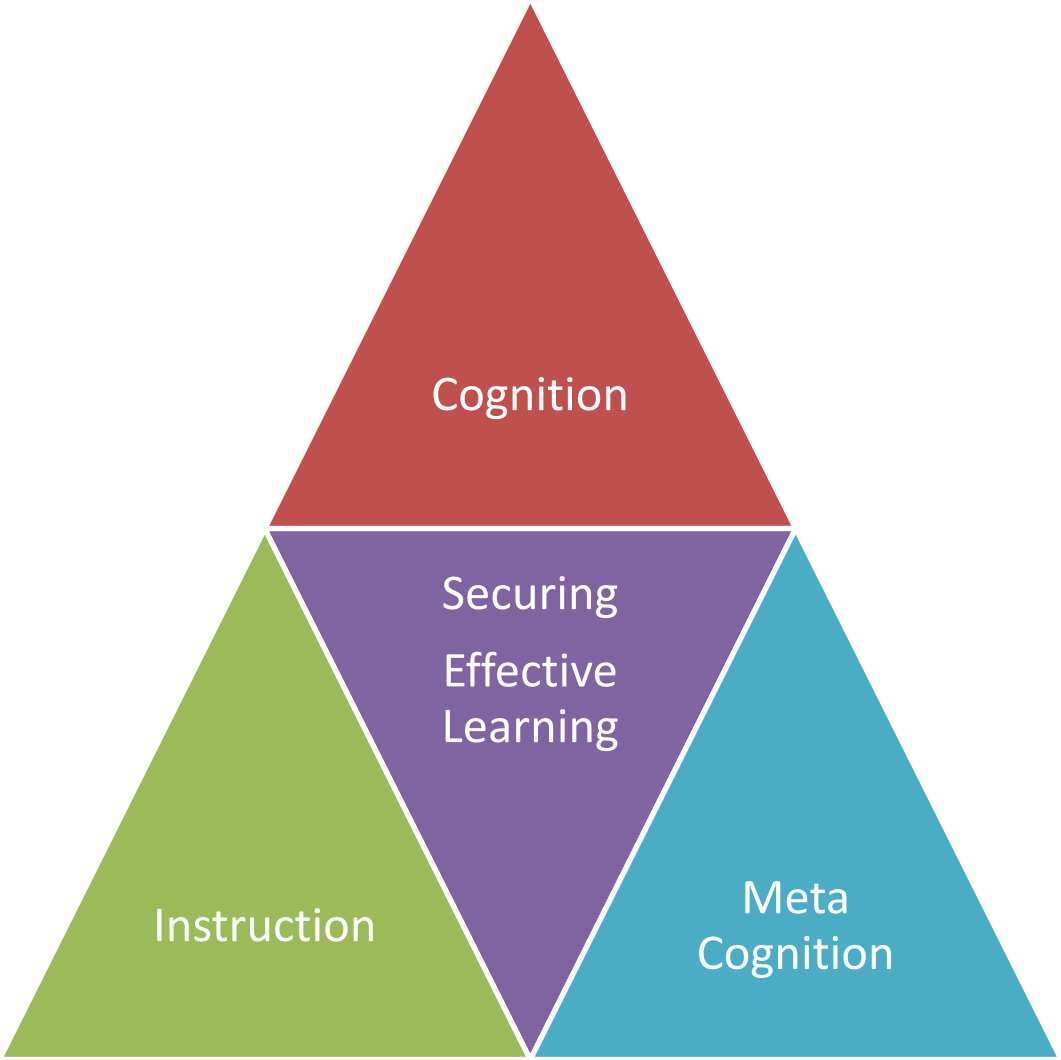
School Mission

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.

1. Intent, Implementation and Impact



2. Securing Effective Learning



Curriculum Intent: Knowledge, skills, concepts, vocabulary

Implementation

		Areas of Learning Challenge					
Conscious, Deliberate, Explicit		Foundation level		Practice	Critical thinking		Creative thinking
Explicit Instruction		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
		Recall	Explain	Use and do	Question	Judge and reason	Create
Organising learning	I do	Can recall and remember in the long term	Can understand why or how it works	Can use recall and understanding to use and apply to a new or different situation	Can examine and identify individual part or stages recognising how these relate and rely on each other	Can use KSCV to reliably determine and justify a hypothesis and conclusion	Synthesising KSCV from this unit and potentially combined with others create something new or adjust to improve something that exists
	We do						
	You do						
Critical supporting aspects		Meta-Cognition - Knowledge of myself, task, strategies Meta Cognitive Cycle - Plan – Monitor - Evaluate					
		Real Relevant and Engaging					
		Aligned Assessment – Valid and reliable judgments					

Impact - Achievement

3. Planning for Clarity and challenge

Core Considerations

School and subject leaders create the conditions for the primary mission to be accomplished successfully by carefully considering the following at the curriculum planning stage:

- Age and stage of children
- COVID disruption and impact – timing in their life
- Statutory curriculum content – knowledge, skills, concepts and vocabulary
- School selected content– knowledge, skills, concepts and vocabulary
- The time available
- Appropriate learning (cognitive) challenge
- Secure nature and coverage of previous learning
- Readiness for the next stage of learning
- Academic staff professional development – initial training, induction and continuing professional development
- Reliable feedback – professional review, quality assurance, assessment outcomes

4. Knowledge, skills, concepts and vocabulary

KSCV	Simple	Guide
Knowledge	Know	Something that is known, can be remembered and recalled
Skills	Do	Skills fundamentally rely on knowledge acquisition prior to actively using them i.e. a person needs to know how a skill is performed before actually using it, equally a person may know how a skill is performed but is not yet able to enact it successfully. These may be general or specific i.e. a **general skill** will be needed across many areas e.g. writing and typing; a **specific skill** will be focused on one or a small number of areas e.g. using a sewing machine to join materials; moving fingers on a piano in the right order to create a tune – the development of which may take a lifetime.
Concepts	Understand	A concept, for our purposes, is an idea, thought or theory to help explain a systems or process – how something works. Overwhelmingly, concepts seek to explain aspects that are typically too big or too small to be observed or otherwise not easily observed e.g. Science: transfer of heat – concepts of insulation and conduction; Geography: concept of Global trade and Global Warming; Religious Education: Concept of Belief
Vocabulary	Communicate	The key technical vocabulary to help a person communicate in a specific area of learning i.e. to demonstrate, understand or apply knowledge a person must be able to use appropriate words e.g. Science Y4 Animals Including Humans – Teeth: canine, incisor, molar; Y5 DT Great British Menu: ingredients, contamination, season, peel. The choice and use of technical vocabulary is fundamental to any learning process.

5. The language of learning

Foundation level		Practice	Critical thinking		Creative thinking
Remembering	**Understanding**	**Applying**	**Analyzing**	**Evaluating**	**Creating**
Where is? Who? Can you list 3… Can you find…? Is this true or false? Label this (diagram, chart) Highlight ….	How do you explain that? Can you summarize that information? Could you group items and explain your though? What do you infer? Join our discussion? What do you think?	What would happen if? What advice would you give and why? What do you think could/ should/ would happen next in this situation? Practice this skill… Plan out your actions Experiment with	Discover and tell me how that works? Create a mind map of… Simplify this information into key points What patterns or trends do you see? How does this compare to? What are the similarities and differences? Can you troubleshoot this issue?	Prioritise the importance/ effectiveness of… What would you conclude? What is your hypothesis? What are the pros and cons? Convince the audience of… How would you feel, react, measure…? Justify your thinking…	Draft and publish… Design a different/ new…. Adapt/ modify the recipe, plan, process… Can you compose? Could you devise a new way? What solutions would you have? Create test questions for this unit…

Action Words and Terms

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Can recall and remember, possibly without reason or understanding	**Can understand why or how it works but might not be ready to apply to a new or different situation**	**Can use recall and understanding to use and apply to a new or different situation**	**Can examine and identify individual part or stages recognising how these relate and rely on each other**	**Can use KSCV to reliably determine and justify a hypothesis and conclusion**	**Synthesising KSCV from this unit and potentially combined with others create something new or adjust to improve something that exists**
Annotating Bookmark Bullet-point Choose Copy Define	Articulate Categorize Choose Clarify Classify Comment	Acting it out Advertise Answer Apply Attribute Calculate	Appraise Assume Break down Categorize Categorize Check	Alternative view Appraise Arguing & Debate Assess Assign a value Award	Adapt Animate Build Building Collaborate Combine

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Demonstrate	Compare	Carry out	Conclude	Choose	Compose
Duplicate	Comprehend	Change	Contrast	Classify	Construct
Execute	Consider	Charting	Correlate	Comment	Create
Find	Contrast	Choose	Deconstruct	Compare	Design
Highlight	Convert	Choose on the basis of	Deducing	Conclude	Develop
Identify	Distinguish	Compute	Define	Contrast	Devise
Keywords	Elaborate	Construct	Detect	Critically evaluate	Generate
Know	Estimate	Determine	Discover	Criticize	Imagine
Label	Exemplify	Develop	Dissect	Critique	Improve
List	Explain	Direct	Distinguish	Decide	Integrate
Locate	Express	Employ method	Divide	Defend view	Invent
Match	Extend	Enhance	Examine	Describe	Invent
Memorize	Gather	Estimate	Gather	Determine perspective	Lead
Omit	Generalize	Execute	Illustrate	Differentiate	Make up
Outline	Group	Experiment	Infer	Discriminate	Maximize
Point out	Illustrate	Hypothesize	Infer	Dispute	Minimize
Quoting	Infer	Experiment	Inspect	Distinguish	Modify
Relate	Interpret	Give advice	Measure	Estimate	Negotiate
Repeat	Outline	Identify	Mind-Map	Evaluate	Optimize
Reproduce	Paraphrase	Implement	Organize	Explain stance	Organize
Retrieve	Predicting	Interview	Outline	Extend	Originate
Search	Present	Lead	Predicting	Grade	Plan next steps
Select	Question	Manipulate	Reflect	Hypothesize	Produce
Show	Rephrase	Mapping out	Select	Identify	Programme
Spell	Structuring	Modify	Separate	Influence	Propose
State	Summarize	Operate	Simplify	Is it beyond reasonable	Remix
Tabulate	Translate	Organize	Survey	doubt?	Simulate
Tell		Plan		Judge	
		Predict		Justify	
		Prepare		Mark	
		Prepare		Measure success	
		Produce		Moderate	
		Re-enact		Order	
		Revising Search		Prioritize	
		Role-Play		Prove	

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
		Set Solve Use		Provide balanced argument Rank Rate Recommend Review Score Summarize Support view Test Validate Who is right?	

Learning Framework Vehicles

This table provides a list of activities that would typically be associated with a particular aspect in the learning framework. Activities are not mutually exclusive – this is a guide for consideration.

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Definitions Labelling Activity Listing Activity Matching Activity Multiple choice test Identifying terms Provide examples Reciting aspects Short answer test Scavenger hunt Reading Text Identification in text and pictures	Developing analogies Group discussion Drawing Illustrations Journal entry Longer answer test questions Summary Written report Outline key aspects	Data manipulation Demonstration Forecasting Graph Presentation Solving problems Programming assignment Project Role play Finding solutions Simulation	Compare and contrast Case study Data Collection Discussion Experiment Identify missing elements Report Troubleshoot	Debate and argument Critique Evaluation report Project Recommendation Survey Conclusions and recommendations	Develop code Concept development Invent Modification Proposal Build Create

5.1. Securing Appropriate Challenge

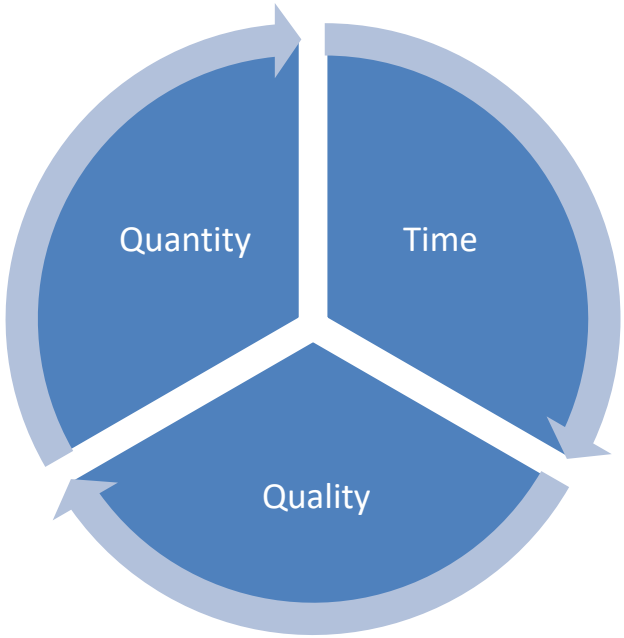
The model below illustrates the broad levels of challenge zones and their impact. Securing appropriate challenge is a routine fundamental priority for all academic professionals.

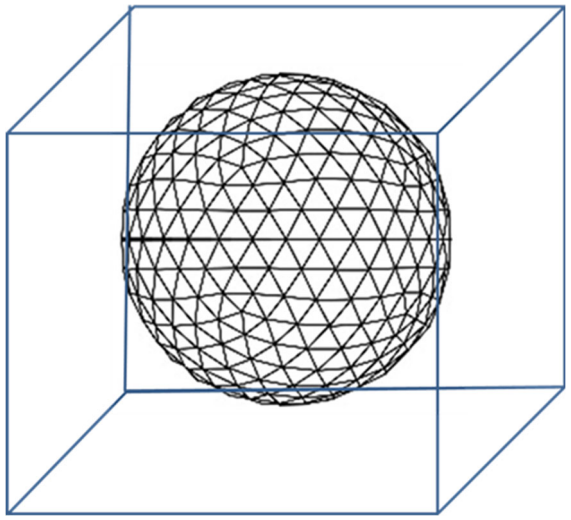
Comfort Zone	Stretch Zone	Overwhelming Zone
Secure, Easy, Safe, Bored, Unfulfilled, 100% correct, Showing off, Disruptive, Disengaged, Poor Quality	Doable, Willing to risk, Expectant, Challenged, Excited, Energetic, Engaged, Feeling successful, Enjoyment, Pride, Recognition and reward	Exhausted, Worried, Anxious, Annoyed, Failing too much, Tense, Absence, Unfocussed, Disruptive, Disengaged, Poor Quality

5.2. Challenge and Capacity Considerations

Securing and providing for appropriate challenge is critical and provides the best chance of securing learning in the long term. The models below apply equally to staff leading the learning as they do to children seeking to secure the learning.

Expected Outcome	Capacity Aspects	Overall Demand v Capacity





The vast majority of children (@75%+) will typically work within age-appropriate challenge. In addition to the 'vast majority', the academic professionals must recognise and plan for the smaller proportions of children able to exceed the age-appropriate challenge and others who could not reasonably meet. Professionals use their judgement to select adaptations that would secure appropriate challenge.

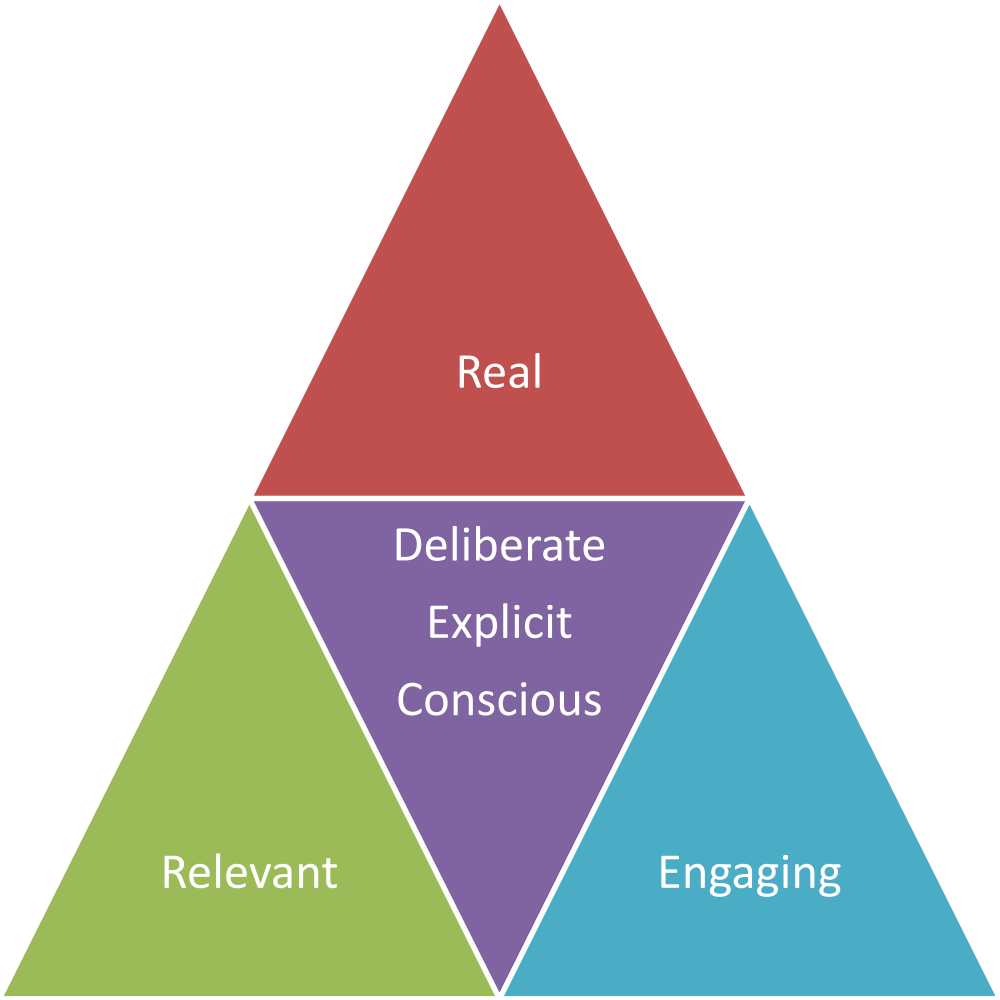
To secure appropriate challenge (for staff and children) we must secure clarity on:

- what is age appropriate for the vast majority; what is achievable for some
- the precise knowledge, skills, concepts and vocabulary to be learned AND assessed
- The most effective learning experience that will secure knowledge and understanding in the long term

6. Achievement Guide

	Below	Working Towards	Meeting/ Met	Greater Depth
Outcomes	Learning is significantly lower than age appropriate expectations, it is **insecure**, within unit KSCV (knowledge, skills, concepts and/ or vocabulary) objectives	Learning is **not sufficiently secure** to be considered as meeting or met against the expected KSCV (knowledge, skills, concepts and/ or vocabulary) objectives. It isn't significantly lower than meeting or met.	Learning is **secure** for the vast majority of selected KSCV identified for assessment	Learning is **mastered** against KSCV identified for assessment. It is significantly beyond meeting age related expectations
Guide	Minority of objectives, if that, are securely met. • Very limited accuracy • High levels of scaffolding and support for ARE, unlikely to result in meaningful learning retention i.e. highly dependent • Expected connections are not made even with effective leading • Distracted/ing learning behaviours	Significant minority to majority of are securely met • KSCV retention is typically insecure • Independence – support required routinely but makes a positive difference • Most responses and choices could be correct but not the vast majority • confidence is lacking or unfounded • communication – questions and responses are disconnected and or limited • Expected connections are made occasionally and may need notable guiding and leading	Vast Majority (2/3 – ¾) • KSCV retained for the next stage of learning • Independence – some support required from time to time • Responses and choices – typically correct (2/3 – ¾) • Appropriate confidence and communication – questions and responses • Expected connections are typically made	Overwhelmingly (nearly all) • depth, strength and richness of reflection, insight and connections (synthesis) • KSCV retained for the next stage of learning • established independence • efficient and effective responses and choices • sustained accuracy • well-founded confidence and communication • helping, supporting and guiding others appropriately
Note	Teacher assessment is a professional judgement i.e. a considered sensible conclusion – specifically against the identified KSCV for the unit. Teachers should not be concerned with specific measurement or metrics beyond that – it is a **rounded best fit** from continuous assessment and end of unit assessment where this exists. The TA judgement must be made on the subject objectives NOT the method of communication or calculation, for example: • the ability to write a response for a geography question may be compromised by dyslexia rather than the subject specific objective			

7. Real, relevant and engaging



Real

Where would we expect to see real world examples of the content?

Relevant

How is it relevant to children? Is it relevant to them now, later in life or throughout their life?

Is it directly relevant (healthy snack choices) or indirectly (weather systems in other parts of the world) ?

How important will it be for them to secure this learning the long term? How might that change depending on their life choices and potential areas of interest e.g. jobs that they might do?

Engaging

Children are more likely to be engaged and secure learning in the longer term when they have good reason. Where they are provided with real world examples and how the content is relevant to them, children have good reason, be invested through internal motivation and secure the learning for the long term.