Core Practices

2024

XP.
TRUST

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Foreword

"To open a school is to proclaim what it means to be human."

Tom James

Firstly, thank you to all the staff, from across the Trust, who have written, critiqued and commented on these Core Practices. It really has been a Crew effort.

Much of the work we do at XP is exponentially influenced by the work of Expeditionary Learning (EL) schools in the USA. Without the comprehensive, substantial and detailed body of work they have produced through their 'Core Practices' and other public resources we would never have made the progress we have in our schools.

In this handbook you will see much of EL's work influencing our practices and protocols. The concept of 'Crew' runs through our schools as a golden cultural thread and links seamlessly and symbiotically with our Design Principles. We are not only proud of this, but eternally grateful.

In addition, the influence of High Tech High, in San Diego, can also be seen in our Design Principles that underpin our work and through our relentless pursuit to create beautiful products that connect to and positively change the world. We cannot thank these two ground-breaking organisations enough.

Indeed, we are truly grateful to both organisations for helping us to begin to construct a methodology, expressed in and through these Core Practices, that we are continuing to develop and implement in the UK that is having a transformational effect on our children's lives and the lives of people in our community and the wider world.

Special mention must go to Ron Berger, from EL schools, who has been an unwavering advocate and magnanimous supporter of the work we are doing. His wisdom, guidance and generosity has been invaluable in both setting up our Trust and in providing the foundations for future success. Most of all, we appreciate Ron's kindness and friendship.

In Crew,

Andy Sprakes I Chief Academic Officer I XP Trust I January 2023

Like all our work, this first iteration of XP Trust's Core Practices is a snapshot of elements of the totality of all our work, and when printed, will be immediately out of date and undoubtedly contain glaring errors and omissions. Good, I say.

Our pledge is to print our Core Practices every year, updated and amended as a celebration of what we all do, day in, day out. To err is human, to forgive divine. Our job is to make new mistakes, not old ones.

I am incredibly proud of Andy and our wide team of collaborators that have given birth to this, and the inevitably better, more comprehensive and more simple versions to come.

To do things first, imperfectly and with rough edges, is not a new thing for XP. Our punk ethic is strong and alive even after eight or so years. This is our new rose and will need nurturing, feeding and pruning. I look forward to this work in the years to come with you all.

In the meantime, this incredibly purposeful body of work is immediately useful to all of us, and models 'why' we do things, 'how' we do them now and 'what' it looks like when we get things right. In that order.

Enjoy!

Gwyn ap Harri I CEO I XP Trust I January 2023

Purpose

The purpose of this handbook is to provide an overview of the XP Model. It should be used as a planning guide, a focus for professional development and a tool for implementation.

The handbook is a reflection of the work that started in 2014, with one School and 7 staff members. In 2023 this handbook represents the result of best practice through collaboration with over 300 staff members, from 8 schools, educating over 2000 children.

To ensure maximum signal to noise, we structure our work through our design principles, by asking the same simple questions at any level of accountability. They can then become more granular in a hierarchical way, grown out of the root of the design practices, our 'Culture Burger'.

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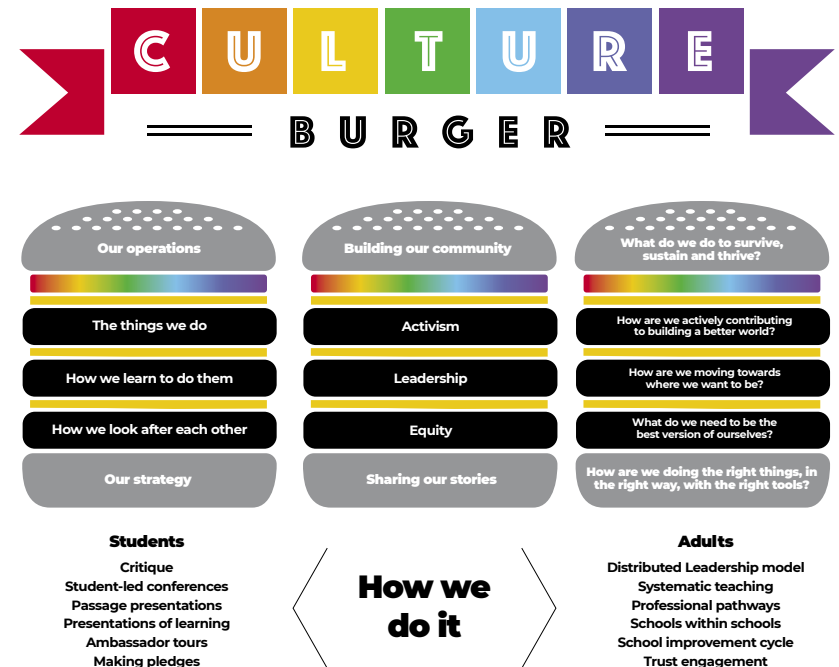
Our Design Principles

We can articulate our design principles in one sentence:

"At XP, we build our community through activism, leadership and equity, sharing our stories as we go..."

Building our community
"What do we do to survive, sustain and thrive...?"

Activism
How are we actively contributing to building a better world...?

Leadership
"How are we moving towards where we want to be ..?"

Equity
"What do we need to be the best version of ourselves..?"

Sharing our stories
"How are we doing the right things, in the right way, with the right tools..?"

We align the Trust's work from strategic governance through to staff roles in individual schools. This alignment has our 'Three Dimensional' approach at its core, of academic progress, beautiful work and character growth, for both students, staff and leadership, including governance.
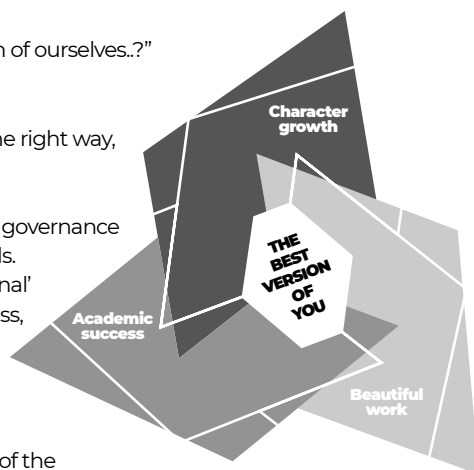
We have built the XP Core Practices out of the 3D approach that is at the cultural heart of everything that we do in the XP Trust, conveyed through our relentless focus on Crew.

Character growth

Academic success

THE BEST VERSION OF YOU

Beautiful work

The Importance of Crew at XP Trust

The cultural heart of XP is expressed through the concept of Crew. This concept is pervasive and runs through everything we do from dedicated Crew sessions, through our curriculum, to the way we enable student and staff voice. Crew is our culture and promotes and sustains the building of community. Crew empowers our students and staff to be activists; to develop their leadership skills; and to be champions of equity. The measure of success in our Trust is weighed through service and kindness. Crew allows everyone associated with our Trust to become part of something bigger than themselves and fosters a sense of community and belonging, reflected in the stories we share with each other every day.

The Curriculum at XP Trust

The purpose of our curriculum is founded on engaging our students with powerful knowledge that affects positive social change. Indeed, the power of our curriculum is that it shows students their place in the world and compels them to question this, and thereby unleashes their ability to bring about positive change. Learning at XP is experience rich and we are committed to utilising the community around us to develop passion in our students. The basis of their work is that through the curriculum, their learning and expeditions, they produce something that has purpose and contributes to making our school, community, town, country and world a better place.

Working in this way, with purpose and authenticity, leads to students investing in learning standards across subjects and developing an investment in and love of subjects. For example, they are not just learning Science or English separately to achieve examination success but their work is elevated to have greater impact. Our students are making the world a better place by connecting subjects through expeditions by establishing links within and between disciplines, deepening learning, and as a consequence, producing work that has agency and purpose beyond themselves and the school. This is evident across our Trust in the many learning expeditions that have been co-designed and co-constructed by our staff to realise this end.

Our curriculum enables students to discern the difference between the narrow definition of social mobility, and the pursuit of individual gain, by promoting the pursuit of the common good and the need for social equity in our world.

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We encourage and create the climate for our students to be compassionate citizens: we do this not through merely developing their cultural capital so they individually improve but through expanding opportunity so that they can impact positively on others both in the school and in the wider community. As such, we nurture and develop an understanding of how kindness, empathy and concern for others must define us, as both individuals and also as part of society, if we are to create a more just and compassionate world.

As previously stated, and realised through our three dimensional approach, our relentless focus is to ensure that our students grow their character, create beautiful work and achieve academic success. Therefore, we develop our curriculum so that learning is relevant, purposeful and authentic. This manifests into a number of key seams that we use as a focus for realising our design principles through our curriculum.

Our three rich Curriculum Seams at XP are:

Protecting Our Planet (Stewardship of our world)

This is an existential threat, so this is an imperative part of our curriculum. If we want our students to change the world, they need to save it first and they need the skills to lead this action. Our students make the knowledge they acquire around this seam powerful by actively making a difference to our world.

Standing for Social Justice (Stewardship of our community)

The world is filled with inequity and this is sustained by systems, structures and governance that protects the interests of the few and neglects the many. We uncover, confront and challenge inequities of race, gender, identity and class through our work and use the knowledge we acquire to affect social and cultural change. We want our students to be leaders of this change.

Diversity and Belonging (Stewardship of ourselves and each other)

At XP we understand the power of Crew and we know our community is stronger because of our differences. This is, therefore, a key strand that runs through many of our expeditions and case studies allowing our students to deepen their empathy and understanding of the value of difference and non-conformity. We strive for equality at XP by promoting equity so this is reflected in our curriculum design.

The thread of facing up to, and actively tackling, injustice runs through our curriculum design process and is connected to the concept of community. Our students explore what happens when there is injustice in the world and the debilitating impact of this. Our students are challenged to see the world as it is and question whether this is how we want it to be and what we need to do to bring about positive social change and social equity.

The Core Practices that follow are the essential ingredients to ensure that we are able realise our shared noble mission.

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Designing and Planning the Curriculum

Curriculum Seams (CP1)

Our curriculum is one of the key drivers we use to realise our Design Principles. Our relentless focus is to ensure that our students grow their character, create beautiful work and achieve academic success, therefore, we develop our curriculum so that learning is relevant, purposeful and authentic.

When reflecting on the purpose of our curriculum, this manifests into a number of key seams that we use as a focus for realising our design principles through our curriculum. Our three rich seams at XP are:

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Our curriculum is centred around the concept of stewardship. This links and relates specifically to the seams above as we encourage students to be stewards of the world, our communities, ourselves and each other by looking up and and out, by looking around us and by looking inwards.

Through using the seams above as a cornerstone for planning our expeditions, we ensure that we are building character and endeavouring to make the world and our communities better places and ourselves and each other better human beings.

Designing the Curriculum (CP2)

At XP, all of our Learning Expeditions are standards-based and align to either the Early Years Framework, National Curriculum or GCSE (or equivalent) objectives. This ensures that expeditions are tightly constructed, academically rigorous and designed with progress in mind. To facilitate our curriculum design process we have dedicated time to ensure that our curriculum is carefully mapped and sequenced.

The idea of our three dimensional approach runs through our curriculum mapping process and is wrapped in the concept of powerful knowledge, social agency and equity. This wider thinking, and planning, allows us to have a clarity of purpose in designing and delivering a curriculum that is rich, broad and ambitious as well as being coherently planned and sequenced to develop cumulatively sufficient knowledge and skills for future learning and employment.

Subject integrity is outlined through subject statements which make clear the core content, knowledge and skills that are essential and engaged with in each discipline, and how these should be sequenced into expeditions. Sitting alongside this are maps which make clear how these standards fit together to make rich, broad, ambitious and coherent learning expeditions with powerful knowledge, social agency and equity at their heart.

Subject Statements

Subject statements set out the purpose and aim of each subject area and their place within expeditions. These statements also outline how subjects will allow students to be activists, social agents for positive change and how this will manifest through the creation of authentic products.

1   Subject statements are designed and updated by our Subject Leads and the subject teachers in each discipline.

2   These statements are then shared with the wider expedition teams and subsequently with the whole school. This allows subject specialists to consider the purpose of specific subjects in our curriculum, the meaning and intent behind their delivery and how subject standards, skills and knowledge can be woven into expeditions.

3   The statements are reviewed annually and updated, where appropriate.

Progress Maps

Progress Maps are designed to outline the specific key concepts, knowledge, skills and understanding that we need students to master to ensure they build, deepen and consolidate their learning. The Progress Maps clearly articulate what we require students to learn over the course of each year to allow them to build their knowledge progressively, develop skills incrementally and develop with increasing depth, their Habits of Work and Learning. As such, rather than a map in which skills and concepts are checked off as 'done'. Progress Maps are designed to both appropriately support and challenge learners to build knowledge, as well as grow skills and habits to ensure academic rigour. Wherever possible, curriculum content is delivered through learning expeditions and our Progress Maps allow us to consider the sequencing of our curriculum to ensure that learning is progressive, purposeful and allows students to acquire and strengthen both skills and knowledge in a timely and usefully applicable way.

1   Subject Leads/Champions and Expedition Teams work together through Phase meetings and on Staff Days to construct and review Progress Maps using the National Curriculum and EYFS standards as a baseline in EYFS, KS1, KS2, KS3 and adjust to include GCSE assessment objectives at KS4.

2   Concepts, knowledge and skills are then agreed upon for each Year Group outlining the preferred sequence for learning.

3   This document is reconsidered in light of learning expedition review and is updated where necessary.

4   These maps are collaboratively constructed with support from our Subject Leads/Champions for each subject so that non-specialist teachers engage in a professional learning discussion about the key component parts of individual subjects, their place in the sequencing of our curriculum, and the potential connections that can be made through cross-disciplinary links in learning expedition design.

Standards Maps

Creating rigorous standards maps for each subject allows teachers to systematically track the curriculum experience of students and also to reflect on the depth of engagement with particular standards. This is particularly important if, through unforeseen circumstances, a case study takes longer than expected or is compromised in some way. The Standards Map acts as a record of how deeply students have engaged with a standard and whether that standard needs to be revisited again. Importantly, the progressive depth of student engagement needs to be factored into and is reviewed by expedition teams both at the end of an expedition and is discussed and probed in our expedition review process.

In addition, at the outset of planning a new expedition teams look closely at the depth of engagement with regards to standards and address this accordingly where they feel a standard needs additional engagement. The Standards Maps provide a clear structure and sequence from which we build out Learning Targets for expeditions.

It is worth noting that we consciously revisit standards in increasing depth as part of our spiral approach to delivery:

1 At the start of every expedition staff teams use the Standards Maps to review the standards that have been engaged with and taught in previous expeditions.

2 By referencing the Standards Map teams can then decide what standards might need to be revisited or which standards according to the Progress Map they need to focus on next.

3 To recognise the depth and detail in which a standard has been covered, teams will RAG rate this standard at appropriate points during and at the end of expeditions.

4 Accordingly, if a standard has been covered deeply teams will rate this as 'green', if the standard has been addressed but could do with some consolidation in subsequent expeditions this is rated 'amber' and finally, if an identified standard has not been covered or has only lightly touched upon this is rated as 'red' indicating to the next team that this is a gap and needs to be factored into subsequent planning.

Curriculum Overview Maps

Subject statements, Standards Maps and Progress Maps act as the foundation for our Curriculum Overview Mapping process. Teams at XP Trust use these co-constructed documents to consider the progressive learning experiences for students and how wherever possible we can align these experiences so that the learning is connected, relevant and allows progression and purpose. These maps have been crafted with consideration of the progressive acquisition of skills and knowledge in specific disciplines, how these experiences can be strengthened by connectivity across disciplines as well as the development of students in terms of their character growth.

The process of the co-construction of the Curriculum Overview Maps is the first piece in developing rigorous, sequenced and progressive learning expeditions. Curriculum Overview Maps are constantly under review and can change, depending on the focus of learning expeditions. For example, whilst some expeditions are repeated with subtle changes in terms of case studies and final products others are re-imagined using the same standards into completely new expeditions. The planning process, including using our planning documents as anchor texts actually allows staff to be as creative or as consolidatory as they see fit.

Shape of the Curriculum - KS4

C26 YEAR 10/11

Sept	Nov	Jan	Mar	Easter	June
10.1 - Ch Ch Changes		10.2 - A Nazi Calls		10.3 - Power of Love	
HUMAN:		HISTORY: Living under Nazi Rule		HISTORY - Elizabethans	
STEAM		ENGLISH: An Inspector Calls - War Poetry - Language		ENGLISH - Romeo and Juliet	
		SCIENCE: Genetics & Evolution / Atomic		SCIENCE - Forces, Work Done and Electricity	
MATHS		MATHS		MATHS	
11.1		11.2		11.3	
H - Elizabethans	H - Plant works	H Vikings catchup	EXAMS		
E: It's only Words / A Christmas Carol			EXAMS		
			EXAMS		

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This approach facilitates not only the retention of expert planning but the flexibility to respond to current events to help shape meaningful and relevant learning experiences for students:

1 Expedition teams review the Curriculum Overview Maps to inform the planning process for next expeditions.

2 Teams decide whether to follow the full expedition in the Curriculum Overview Map or partly follow it by redefining a Case Study or decide to design a new expedition which follows the same power standards identified in the map for each specific subject.

3 Where changes are made, any impact on the agreed sequencing of standards in disciplines is accounted for and appropriate measures are put in place to ensure subject integrity is maintained.

Equity Maps

To ensure that equity is at the heart of our curriculum we consider how opportunities can be extended for all our students. We have clear expectations that all of our students will visit and work at universities; all of our students will engage with experts, all of our students will take part in purposeful fieldwork as well as other broad and rich experiences.

We track and record this after each expedition through our Equity maps which informs our planning of next expeditions:

1 Expedition teams review Equity Maps for their phase in the planning stage of expeditions and consider where there may be significant gaps. Teams will then, if appropriate, plan to ensure these gaps can be addressed as part of the Jeff's Law process.

2 Equity maps are updated throughout the course of expeditions to track experiences that correspond to the key areas identified in the maps.

3 Blog posts, videos, reviews, external publicity etc are captured in the Equity maps to share the rich experiences students enjoy in learning expeditions.

Our mapping process is the starting point for the translation of national standards into a curriculum built on learning targets for students. It ensures that we are clear in the purpose and direction of our curriculum and we can plan for activism,

leadership and equity. It also allows teachers to carefully track what learning takes place and when so that students build and deepen their knowledge, understanding and skills appropriately.

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Aligning the Curriculum (CP3)

Using our Standards and Progress Maps we have designed a common curriculum overview for all phases across our schools in the Trust. In the overview documents, our schools have designed key subject standards that are planned for and engaged with at appropriate and timely points to ensure student progression in their learning. The overview documents are used to construct high quality learning expeditions that take into account subject and expeditionary integrity. Building our curriculum in this way has not only ensured that standards, important concepts and content in subject disciplines are coherently applied in our planning but also that close collaboration across schools is prerequisite for sharing practice and protocols, creating high quality resources and providing strategic professional learning opportunities. Alignment also ensures that we can plan for, implement and review equity of opportunity for students across all of our schools. Common expeditions running in different schools (or even with different groups within a school) are always aligned in the following key areas:

Guiding Question

Long term learning targets (elicited from the agreed standards for each subject in the expedition)

Case studies

Anchor text(s)

All of the above are agreed before the planning stage. However, it is important to note that each expedition doesn't have to be identical. Resources can be localised and subject to change regarding context, class and teacher, but the core structure of the expedition must be common to allow deep and purposeful collaboration.

Planning for Alignment

Expeditions are always planned collaboratively, using Realsmart Maps (smaps), across our schools in the Trust to ensure alignment. Staff Days are organised and aligned across the Trust to ensure each expedition team can plan together. Pre-planning work is always carried out before Staff Days so that Expedition Teams can make decisions, (e.g. the suggested anchor text to be used in an expedition) so that collaborative and detailed planning, and not big decisions, can take place for the majority of allocated time on these days

At the planning stage teams also agree where local differences in contextualising the standards might occur. In addition, there may also be good reasons for extending the standards in an expedition to provide the best experience for students in individual schools. These matters must be discussed and agreed so that everyone is clear about any divergence and the wider implications, risks and mitigations need to be made transparent. Conversely, some schools may need to revisit standards so this might lead to subtle variations in Case Studies to allow this.

Reviewing Alignment

Expedition Teams should review the learning expedition at the end of each case study - not just at the end of an expedition. Teams from across the Trust are encouraged to meet up during expedition delivery so that they can have purposeful discussions about the progress of the expedition so that future adjustments to the planning process can be made as well as responsive decisions to meet the needs of particular cohorts and/or schools. The key here is that discussions are had collaboratively and consensus for any changes to the agreed plans is reached.

Aligning our curriculum promotes collaboration, the sharing of good practice between staff and greater equity of experience for our learners.

Jeff's Law (CP4)

Teachers are not typically trained to manage projects. Therefore, we developed Jeff's Law as a set of benchmarks to help staff to manage the planning of our learning expeditions effectively. Before an expedition starts we undergo an intense period of planning to ensure that expeditions are high quality, meticulously planned and deliverable. We call this process, 'Jeff's Law'. Therefore, to ensure the successful delivery of an expedition, certain deliverables must be in place so that the process can be managed effectively.

Jeff's Law must be completed by all staff who are designing, planning and delivering a learning expedition. This is then presented publicly and undergoes tuning so that teams can show that they have considered, and put in place, the fundamentals required to be able to successfully deliver a learning expedition. Whole School Expedition Leads set deadlines for Jeff's Law and check that work has been completed to a high quality.

All expedition teams work through the list below to ensure everything is in place to deliver a rigorous, engaging and culminated expedition:

1   Agree a lead for the expedition.
2   Write a narrative that describes the story of the expedition.
3   Draw up a daily schedule.
4   Create a collaborative model product by doing the project first.

This ensures that there is project management accountability and that it's clear:

Who is leading the expedition

What the gist of the expedition is

How the expedition will be done

What it will look like at the end

Designing, planning, delivering and completing expeditions is a tough task. Teachers need to be effective project managers or:

They are at risk of not engaging with Standards and Long Term Learning Targets deeply or comprehensively.

They are at risk of not meeting deadlines.

They are at risk of not completing products.

They are at risk of not culminating expeditions effectively.

Jeff's Law ensures that all the key components of an expedition are complete and that the expedition is ready to start, will run smoothly and will finish on time.

Leadership of Expeditions (CP5)

Before the planning process starts for each Learning Expedition, a lead for the expedition is selected. This ensures that the expedition has a single point of contact and accountability. The Expedition Lead is not expected to do everything but is accountable for the team completing key actions at specific points of the expedition. The expedition lead also steers the team through the planning and delivery of the expedition to ensure successful completion, culmination and curation.

Leading an Expedition in the pre-planning stage

Smaps[1] are created by staff before they embark on a learning expedition with students. These collaborative plans are co-designed, co-constructed and reviewed by teams of staff and supported by Expedition Leads and Subject Leads. The planning process begins with teams following a pre-planning protocol to review previous iterations of the expedition and checking the Standards Maps and the Progress maps to determine where there may be areas that need to be engaged with through omission or readdressed and revisited in more depth. Curriculum Maps from previous years are consulted and expeditions are either repeated, reiterated or completely renewed. The weight of this decision rests to a great extent on our Expedition Review process and to staff who have led and been involved in expeditions previously.

Leading an Expedition in the planning stage

Smaps are used as project management documents as well as a place where session plans and resources are held. The guiding question, expedition narrative, long term learning targets, assessments, case study details, an overview of the expedition, a model product and a link to the expedition website/learning map are all housed in the Learning Map, alongside the detailed daily planning of staff.

These documents have adapted over time, and vary subtly across primary and secondary phases, but the core practice remains: if staff want to find anything about an expedition it will be linked into this one space. This allows expedition teams to have an exclusive, and easily accessible, place where they collate the key planning documents to facilitate learning. This makes life easier for expedition

[1] Realsmart Learning Maps (smaps) are used across our Trust for this purpose. See CP2.

teams whilst also allowing Phase Leaders to challenge and support the work on an Expedition and for Subject Leads to have easy access to case studies to support teams on subject content, key concepts, knowledge and skills. It also makes our work public and therefore enhances the quality of our work and increases accountability.

In the planning stages the Expedition Lead ensures the team is ready for Jeff's Law by ensuring the following is in place:

1   An expedition plan, co-designed and co-constructed with the expedition team.

2   Overview – Each Smap has an overview of the expedition so that there is tight project management.

3   First Week Planned – We also expect staff to have the first week planned in detail. This is so that the expedition starts well.

4   A Learning Map is designed and ready to allow students to access learning resources (both in school and at home, if required.

5   A staff model product has been completed and is ready to share publicly - this ensures that staff are better placed to understand variables or manage a project effectively with staff doing the project first.

6   Learning Expedition Team record of meetings is shared with all relevant staff.

Leading during the Learning Expedition

The Expedition Lead ensures that the expedition team meets regularly and that a record of these sessions is kept. These meetings follow a set agenda of key activities that need to be completed at specific times. For example, after the immersion process of an expedition, the Expedition Review section for this particular aspect is checked and completed. Another example is that during these meetings expedition teams discuss and agree on the organisation of experts and fieldwork. Also, the meetings are used as CPD opportunities for teams to consider and develop approaches to the delivery of key protocols.

Predominantly, the key driver for these sessions is to provide further opportunities for collaborative planning, across subject disciplines, of integrated and interdependent case studies.

This is underpinned by expedition teams and subject leads actively looking for and actively promoting and realising explicit connections between disciplines.

Leading the successful completion, culmination and curation of a Learning Expedition

The Expedition Lead also ensures that the expedition is completed by leading the team through the process entitled Toby's Law[2]. The Expedition Lead ensures that: all assessments have been completed; portfolios are up to date and include all assessed pieces of work from the expedition; a Presentation of Learning has taken place to celebrate and honour student work; the product is completed; and the expedition is curated either in school or the wider community.

Planning and leading expeditions is tightly structured so that expeditions are purposeful, engaging and challenging. In addition, the processes outlined ensure that risks are mitigated and expeditions are successfully culminated so that we honour the work of our students in a timely fashion.

[2] See CP13.

Case Studies in Learning Expeditions (CP6)

Case studies are the specific component parts of our learning expeditions that are designed by teachers to create a route through the expedition so that students can acquire knowledge and skills, as well as, develop their Habits of Work and Learning. Case Studies drive the learning, enabling students to progressively build their understanding, so that they can answer the guiding question by showing mastery of knowledge and skills from across subject disciplines. Case Studies can be specifically focused or more widely constructed to cover a theme or a range of ideas that interrelate. Therefore, they illuminate standards by putting studies into context through a focus on a person, place, time or a second-order concept such as 'justice' or 'freedom'.

Also, at XP Trust, Case Studies facilitate the learning required, through the expedition, to enable students to create and construct their final product.

Case Studies are designed from key standards from across different disciplines that have been designed and transformed into long term learning targets allowing students to make incremental progress in building their knowledge, skills and habits of work and learning.

Case Studies are supported by challenging text(s) that require students to grapple with difficult concepts and ideas so that they can consolidate their learning with reference to reading and research. The most successful Case Studies, through literacy learning opportunities, encourage students to reinterpret what they learn for an authentic audience in Presentations of Learning[3] thereby strengthening their understanding, and retention, of powerful concepts. In short, Case Studies are the chapters for learning in our narrative of a Learning Expedition. The most successful Case Studies allow students to go deep into Learning Targets (LT's) and disciplinary content or skills.

Case Studies often take broader topics and bring them into sharp relief by focussing on more specific subtopics, for example:

- a person
- a place
- a moment in time
- a movement
- perspective
- a sub-question related to the wider guiding question

Teachers and Learning Coaches work together to co-construct and design Case Studies that link standards together, and allow students to:

engage purposefully with LTs,

encourage transfer of knowledge, develop key skills, contextualise learning and connect disciplines.

carry out original research with primary source materials just as disciplinary experts would do.

When designing and constructing Case Studies the Expedition Team engage in the following process:

1. Professional learning time (Expedition Meetings/Staff Days) is focussed almost exclusively on developing this key aspect of expedition planning.

2. Documents from previous expeditions are considered by Expedition Teams and changes made to Case Studies, if appropriate.

3. The Expedition Team, in consultation with Subject Leads, considers the appropriateness of Learning Targets and aligns them across subjects into appropriate Case Studies.

4. Case Studies are planned collaboratively so that deep connections can be made between subject specialisms.

5. These Case Studies are shared and reviewed by expedition teams and where necessary are sometimes 'tuned' by other groups of staff if teams need help with a particular issue they may encounter in their design.

6. The Case Studies are agreed and included in the Expedition narrative in readiness for Jeff's Law.

This means that educators from across disciplines work together to create purposeful learning experiences that focus on knowledge, skills and habits that students will engage with, learn and then utilise to create a product that applies and embeds their understanding.

Case Studies are used as a conduit to shape learning so that it makes a difference, has accountability and increased longevity. Indeed, Case Studies are an essential and integral part of learning expeditions.

[3] Presentations of Learning - CP17

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Narratives (CP7)

Before an expedition starts, staff work together to co-construct a narrative that tells the story of the expedition. In order for an expedition to be successful, staff need to be clear about the direction, route and destination of the learning and the expected outcomes from the expedition. The narrative binds subject disciplines into a coherent story of the broader purpose and intent of the expedition. This is encapsulated in a narrative that is written for every learning expedition we do.

Expedition Teams work collaboratively to construct a narrative for each expedition. Often, teams will be reviewing the narrative designed in previous years and may only need to make subtle changes. The narrative must include a clear sequence through the expedition, highlighting key components expected in the anatomy of an expedition. The narrative is checked, reviewed and signed off as part of the Jeff's Law process (CP4).

When planning learning expeditions, staff work through the checklist of the components that are essential in an expedition narrative:

1 Title of the expedition
2 The year group, date, time and duration of the expedition
3 The guiding question
4 The long term Learning Targets
5 Description of Immersion/Hook Activities
6 Description of case studies studied (including fieldwork and experts)
7 Description of the product created by students
8 How the expedition culminated (Presentation of Learning and/or product launch)
9 Where the expedition was curated (Product in local community/ published book, etc.)

Once an expedition has been completed the expedition narrative is kept in each students' learning portfolio so that it very quickly and effectively gives context to the assessed pieces of work that relate to each expedition. The narrative of an expedition is crucial in ensuring that everyone understands the flow and outcome of the expedition. We share our stories so that we can ensure successful delivery and completion of learning expeditions. This is best expressed through a narrative.

Guiding Questions (CP8)

Guiding questions (GQ's) are a crucial part of the anatomy of an expedition as they influence, shape and act as a reference point for student learning. Indeed, an effective Guiding Question provokes thinking; drives and deepens the learning throughout the expedition; and allows standards to be engaged with in an authentic and purposeful way, whilst facilitating connections and relationships between different subject areas and disciplines.

Often, the most powerful Guiding Questions are open, deceptively simple yet always challenging, allowing students to experience, interpret and engage with standards and deepen their understanding, knowledge and skills across a range of subject areas in pursuit of an answer to the question posed.

Indeed, an effective Guiding Question always provokes students to engage with complex skills such as, evaluation, analysis and reflection. Subject specificity is strengthened through this engagement, and retention of knowledge, skills and context is consolidated by the Guiding Question driving the learning. The Guiding Question feeds into the creative process, resulting in an outward facing authentic product. When students create beautiful work their learning is deepened and has relevance. In short, students are more likely to remember their learning when applying this to answer a question that draws and depends upon connectivity between subject disciplines.

Expedition teams work collaboratively to review Guiding Questions so that teams can reflect on the efficacy of the question in driving the learning and the creative process. Teams work meticulously on using language carefully and specifically to create open and challenging Guiding Questions. Expedition planning teams base their Guiding Question around the context of the expedition, the Learning Targets they want to master and the product they need to produce. The best questions drive the learning, make students think deeply in case studies, facilitate meaningful and purposeful engagement with Learning Targets and link inextricably to the final product students create. The 'Guiding Question' for the expedition is usually shared after our 'Immersion' or 'Hook' learning experience at the start of expeditions.

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When deciding on a Guiding Question, Expedition Teams should:

Look at and consider previous GQ's that have led to successful expeditions

Make the GQ open so that there is opportunity for multiple, engaging and diverse responses

Make the GQ simple, in linguistic terms, so that it can be easily understood and accessed by all students

Consider how effective the GQ question will be in connecting standards and learning across subject disciplines

Ensure that the GQ links to and supports the final product

Review the efficacy of the Guiding Question as part of the Expedition Review process (Toby's Law[4]).

Guiding Questions shape the inquiry of learning expeditions and allow students to constantly connect the learning across disciplines, reflect on how this learning can be applied to answering the question and ultimately how this can be viscerally realised in the creation of a meaningful product that connects to the wider world beyond school.

Overall, the guiding question should frame the learning that takes place to allow students to explore and enquire deeply into the subjects in the expedition so they can make meaningful connections in their learning to challenge their thinking that is ultimately expressed through the product they create.

Anchor Texts (CP9)

Every expedition has, at its heart, a challenging text or collection of texts. These are called anchor text(s). The anchor text(s) for each learning expedition, along with the historical context, tend to bind subject disciplines together. At XP Trust, developing literacy is a key aspect of activism and empowerment for all learners. Students need to be great readers and communicators to become effective and positive agents for social change. Therefore, it is our responsibility as educators to provide all students, particularly the most vulnerable and disadvantaged learners, with opportunities to read and understand difficult text, as well as to infer and interpret complex ideas and meanings in, and through engaging with texts. Accordingly, we invest a great deal of time in designing our expeditions around texts which we feel will inspire and challenge learners, connect disciplines and enrich the learning experience.

Our curriculum, Crew and, therefore, our whole school culture is built on compelling narratives. Consequently, anchor texts are a central feature to our learning expeditions. Our focus on challenging and relevant texts, and reading in general across our schools, is to generate and develop a sense of joy and wonder in stories and their importance both culturally and socially in our lives as human beings.

The texts our students engage with must help them to better understand the world through contextualising and connecting key standards from across disciplines that build their knowledge and extend their schemata so they can make more sophisticated inferences and develop their conceptual understanding.

In addition, anchor texts help students to create their final product through driving and connecting the learning. Ultimately, the texts they study must enable them to see the beauty of the world around them, as well as its horrors, and to realise their importance, and responsibility, to actively improve the world.

Considerations when selecting anchor texts staff reflect on the following prompts:

Does the text connect to, support and complement the Guiding Question?

Is the text accessible and engaging?

Is the text suitably challenging?

[4] See CP13.

Designing Learning Targets (CP10)

Each expedition designed will usually have four to six academic long-term Learning Targets. Students are helped towards mastery of these through supporting learning targets which may be met over the course of one session, a number of sessions or as part of a full case study. These learning targets are carefully aligned with assessment standards from the National Curriculum, GCSEs, and any other standards[5]/qualifications our students are undertaking. Meeting these learning targets will simultaneously help students to answer the guiding question for that expedition, ensure that they develop academically, and that they make appropriate progress in their learning. By tracking and assessing students' learning against these targets teachers are able to support and intervene where appropriate to ensure that every learner is fulfilling their potential and, at least, making better than nationally expected progress.

Learning Targets are designed from standards in the Standards Maps for each subject and link sequentially and progressively to the identified key knowledge, skills and habits articulated in Progress Maps. Learning Targets form the basis of Case Studies in every learning expedition. These targets are carefully crafted by Expedition Teams, who take into account the big picture from across subject disciplines and how these standards can connect to enrich and deepen learning experiences for students whilst ensuring appropriate knowledge acquisition and skill development. As much as possible, the long-term learning targets for the expedition should be cross-disciplinary, becoming another means to ensure that connections are made in the planning and delivery of expeditions, case studies and sessions.

Learning Targets also link to, encourage and provide opportunities for the shaping of habits of work and learning in our students:

1   Subject specialists consider appropriate Subject Learning Targets through reviewing Standards and Progress Maps.

2   At this point Subject Leads then consider how these LT's can be expressed through broader overarching Expeditionary Learning Targets that connect the disciplines together and enable students to comprehensively answer the Guiding Question.

3   These are the LT's that are then included in the Expedition Narrative to bring cohesion and challenge to the expedition.

4   The LT's then form the basis for the planning of Case Studies which act as a stress test for the overarching Expeditionary Learning Targets.

5   When these learning targets are agreed, subject learning targets are broken down into Supporting Learning Targets (SLT's) to allow more specific and granular engagement with subject standards.

6   The SLT's are then used by teachers to plan Daily Learning Targets (DLT's) into their sessions.

7   The LT's are included in the Expedition narrative so there is a clear sense of connection, sequencing and progression.

8   The agreed LT's form the basis of assessments that are designed to show student attainment and progress.

9   LT's are critiqued through the ongoing Expedition Review process.

It is worth spending time on constructing learning targets that link clearly and progressively to the mastery of key concepts in subject disciplines. Our curriculum is standards-based so learning targets need to be well crafted and sequenced according to Standards and Progress Maps. How students master these learning targets is described and differentiated through specific and incremental rubrics against which students are assessed.

[5] For example, the EYFS Framework.

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Using Experts and Fieldwork (CP11)

All of the learning expeditions at XP Trust have to include fieldwork and working with experts. This links directly to our design principle of 'activism' and provides students with an authentic and purposeful opportunity to engage with experts and in environments outside of school to further enhance their learning. Fieldwork offers students the opportunity to work purposefully alongside professionals or in professional contexts which provides deep authenticity to the learning that takes place, as well as, providing integrity, accuracy and expertise to the work they engage with. In addition, through fieldwork experiences students understand and consolidate how the learning they do in school connects to and is enhanced by fieldwork. This provides real purpose and clarity to the learning students participate in.

All of the experts we engage with, and all of the fieldwork opportunities that are part of our expeditions, are available to all. Parents in our secondary schools are not charged for any of the fieldwork destinations and we are moving towards this in primary schools. This, again, is a clear indicator of the promotion of social equity in our schools.

When Expedition Teams consider the use of experts they:

1   Decide the type of expert they need to support the answering of the GQ, the mastery of learning targets and the creation of an authentic product.

2   Check the Expert and Fieldwork Directory for experts who have been used in the past.

3   Check Expedition Review documents from similar previous expeditions.

4   Liaise with the Communications Team, where appropriate.

5   Contact the expert to arrange the type of support required and share the expedition narrative and any other important information.

6   Organise a time for the expert to visit school and/or to engage with students online.

7   Before the expert engages with students as part of the expedition, prepare students for the input, for example:

How will we introduce and welcome our expert?

What knowledge/information/learning do we already have that we want the expert to engage with/explain further?

What knowledge/information do we want to gain from the interaction?

What questions do we need to prepare in readiness for the visit?

How will we show appreciation for our expert?

Always debrief the session/engagement with an expert(s) so that students can be part of the quality assurance but also to reinforce key learning and how this links to the GQ, Case Study, Learning Targets and product.

Review and update Expedition Review document and Equity Maps, and blog about the experience.

When Expedition Teams consider the use of fieldwork they:

1   **Decide** where, and the nature, of the fieldwork to take place that will support answering of the GQ, the mastery of learning targets and the creation of an authentic product.

2   **Check** the Expert and Fieldwork Directory for fieldwork experiences from the past that have been successful.

3   **Check** expedition review documents from similar previous expeditions.

4   **Liaise** with the Communications Team, where appropriate.

5   **Book** the fieldwork and liaise with the venue, group or individuals, as appropriate.

6   **Before** you go on fieldwork work through the fieldwork protocol that outlines the process of preparing for fieldwork; what to do during the fieldwork; and the importance of debriefing fieldwork (see point 8 above).

7   **Review** and update Expedition Review document and blog about the experience.

In secondary schools there is no cost to engaging with experts or attending fieldwork, this is being considered and planned for in our primary schools moving forward. It is an integral part of our curriculum and, therefore, has to be accessible to all. By allowing equity of access this reaffirms our commitment to social equity and facilitates the connection of students to the community. Engaging with experts and participating in fieldwork ensures that students broaden and deepen their learning, develop their cultural experiences and acquire powerful knowledge. Students use this knowledge to create purposeful and authentic products that connect to the wider world and that have activism at their heart.

Service Learning (CP12)

As part of working with experts in the field, students will often engage in service learning: this is where the learning directly connects to selfless acts to improve and make the community a better place to live in. Service learning at XP extends beyond 'community work', which is worthy in and of itself, such as litter picking or tidying waste areas but rather connects more meaningfully with the community by creating authentic products that are less transient but have greater permanence and legacy.

Service learning can be part of learning expeditions and/or Crew. Service learning is often a key component of fieldwork as part of an expedition Case Study. In the past students, for example, have created paths in a local water reserve, planted trees to address areas prone to flooding and have volunteered at Age UK care homes.

When planning an expedition, Teams should:

1   Consider opportunities for service learning and how this can connect to the broader experience in an expedition.

2   Liaise with partners/experts/fieldwork providers to agree a way that students can provide service that where possible has legacy.

3   Build the service learning experience into the Expedition Overview so that it is planned for.

4   Use and adjust, as appropriate, the 'fieldwork protocol' with students before they engage in service learning.

5   Debrief the learning.

When considering the use of service learning in Crew, Crew Leaders and Phase Teams should think carefully about:

1   How does service learning connect to the development of Crew culture?

2   How the service learning might connect to expeditions?

3   What legacy will the proposed service learning have?

4   How does the learning link to activism?

5   Is the service learning proposed over a short or long period of time?

When service learning has been completed either in Crew and/or expeditions either Crew Leaders or expedition leads:

1   Update Equity Maps

2   Blog about the service learning

Service learning connects explicitly to our design practices. Students, through engaging in service learning, display stewardship of the community and the wider world. Service learning builds community and through its selfless nature grows character and compassion in young people. Service learning should always make a positive difference and allow students to develop civic pride through actively making the world a better place.

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Completing Expeditions: Toby's Law (CP13)

Done is a 'sacred' word at XP. It is essential that, just as we plan expeditions and have clear guidance on this, that we ensure the same is in place for the completion of Learning Expeditions. During XP School's second and third years after opening, learning expeditions became tighter in terms of planning prior to their commencement in part through Jeff's Law, but mostly through the support and challenge that this protocol engendered between all staff. A similar protocol is in place to ensure completion, culmination and curation of learning expeditions called Toby's Law.

This includes:

Culminating expeditions through a Presentation of Learning

Completing a product that has activism

Curating the product in physical and/or digital form

In portfolios and a rigorous reflection on the quality of the learning and the completion of the expedition through the expedition review process.

This protocol has been named Toby's Law in recognition of our very first learning expedition *"What makes a successful community?"*, building upon our learning in that instance to ensure that all expeditions are completed so that we honour the work of students, share their stories and ensure that this work has activism and legacy.

Designing, planning, delivering and completing expeditions is a tough task. Teachers need to work on becoming effective project managers or otherwise there is a risk that:

Standards are not engaged with deeply or comprehensively enough and are not identified/missed.

Deadlines and the opportunity for discerning reflections are missed.

Products are not completed or are poor quality.

Expeditions are not culminated effectively, meaning there's no model for future teams.

As a result, it is imperative that through clear lines of accountability and responsibility expeditions are led to successful completion. The protocol on the following page outlines key mitigations.

An expedition is only 'done' when:

1   All students have completed key summative assessments and these have been graded and feedback given to students.

2   All students have completed work on their final product through multiple drafts.

3   Where FIX/Red Box is needed, this has been carried out.

4   Assessment information has been input into gradebooks and/or SOS.

5   There has been a Celebration or Presentation of Learning (PoL/CoL).

6   A copy of the expedition narrative is in each student's portfolio and an accurate contents page has been placed in each student's portfolio.

7   All appropriate student work is in their physical portfolio, the contents of which must match the contents page. Each piece of work must be signed off by the expedition teacher and Crew Leader.

8   Student work from the expedition has been curated in an appropriate digital and/or physical 'home'.

9   The appropriate standards/curriculum/equity maps for the cohort have been reviewed. Any planned standards that have not been studied are highlighted and a new plan is made for their study.

10 An expedition review has been carried out, with all teachers from the learning expedition contributing to the reflection.

11   The product has been completed.

Our work is purposeful and authentic so one of the most important things we do is to complete, curate and culminate products. The design practices of 'activism 'and 'sharing our stories' is realised through the creation and completion of products that have a purposeful place in the world. In our expeditions this has ranged from books about mining and the railways in our town, information panels designed and written by students, brochures selling our locale, natural history field guides, educational resources for English Heritage, poetry and artwork, information boards about Fair Trade in Spanish and films and music about social issues such as the treatment of migrants in our community and the climate emergency.

Expeditions only have real power, authenticity and purpose if they are completed. Toby's Law when applied with integrity ensures that we complete expeditions and honour the work of our students.

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Producing High Quality Work

Rubrics (CP14)

At XP every formally assessed piece of work has a rubric. These rubrics link directly to the key standards we want to engage with in a learning expedition and the Long Term Learning Targets (LLT) that have been created by teachers to help students master these standards. Rubrics are often deconstructed further into Supporting Learning Targets (SLTs) allowing students to cover more than one standard, if appropriate, in an assessed piece of work.
In addition, assessment rubrics can relate to Habits of Work and Learning (HoWLs) to explicitly combine academic work with character growth.

Rubrics provide students with a clear picture of what they are being assessed on and how their knowledge, skills and competency in mastering learning targets is assessed. Furthermore, rubrics, alongside models of excellent work, whilst clearly communicating realistic targets for achievement and attainment also inspire students to achieve their best and endeavour to reach beyond limiting expectations.

Every qualitative piece of work has an assessment rubric that is shared with students outlining how they will be graded and includes differentiated success criteria for each learning target. This allows students to interrogate and explore the standards that they are being assessed on and what evidence they need to show in their response so that they can achieve their Minimum Expectations. As stated, rubrics alway link to Long term Learning Targets and Supporting Learning Targets identified in the planning of the Case Studies and the Learning Expedition as a whole.

Staff work together in subject disciplines and expedition teams to produce high quality rubrics that ensure students can analyse, deconstruct, prepare for and realise their mastery of learning targets. These rubrics relate directly to each student's Minimum Expectation (ME's) in each subject and are crafted to ensure students are sufficiently challenged and supported so they can make realistic progress, through hard work and diligence, but are not limiting factors.

Rubrics are an integral part of our student-led assessment process. They uncover and deconstruct standards so that they are instructive for students. Students use rubrics to practically engage with assessments in a meaningful and coherent way. In short, rubrics are instrumental in decoding standards and learning targets so that students are clear about what they need to do, and show, in order to at least meet and exceed minimum expectations by producing high quality work.

Models of Excellence (CP15)

At XP Trust we use models of excellence as examples of work that relate directly to learning targets and rubrics. This allows teachers to provide clear and visceral examples of what high quality work should look like. Students can then use these models as a basis for developing their own work by deconstructing the models through a variety of activities in session or through extended study. It is also important for teaching staff to share, consider and evaluate models of excellence and use these to inform their instruction and assessment of student learning.

The use of 'worthy' and 'high quality' models of student work is particularly useful here. The most effective critique sessions are when students are asked to engage with excellent models so that they can reflect, analyse and determine what good looks like so they can apply this to their own work. Conversely, work that is far away from the expected standard can also generate really fruitful discussion regarding specific and achievable targets for improvement. As well as selecting models, teachers design strategic questions which will help students to focus on one aspect of quality at a time when critiquing a model, or when giving feedback to each other before redrafting work.

1   Share models of high quality work that relate to the assessment rubric.

2   Comment on and evaluate these models through protocols such as: 'I praise, I notice and I wonder.'

3   Use the knowledge acquired to comment and critique each other's work as well as their own.

4   Work together to share their critique in different contexts for example, self, peer and whole class critique.

5   Engage with rubrics and/or assessment criteria and relate this to the work being critiqued.

6   Apply critique to redraft and improve their work so it is carefully crafted and of high quality.

Students use Models of Excellence to enhance their own work by:

1   Seeing a concrete example of what 'excellence' looks like for any given piece of work.

2   Seeing what is expected and how they can achieve high levels of quality in their own work.

3   Considering how models relate to rubrics and what are the constituent parts that make them excellent.

4   Use models to reflect on and assess their own work as part of self, peer and group critique.

Teachers use Models of Excellence:

1   As part of instruction so that students can see what excellence looks like.

2   As part of critique sessions to allow students to engage with rubrics allowing them to reflect on their own work against an excellent model.

3   To keep coming back to models that are embedded in planning throughout expeditions, and as part of assessments to raise the bar for quality of student work.

4   To show students clear examples of what is expected from students.

Models of Excellence serve a key purpose in the creation of beautiful work:

Demystify the assessment process

Celebrate and honour the work of other students

To realise possibilities, potential and aspiration – if other students can produce this then why can't you?

Models of Excellence are a key component of our assessment process at XP Trust and are used frequently and often as part of our session design and delivery. Models are essential to use alongside rubrics to make the abstract of assessment criteria a concrete reality.

Critique (CP16)

Critique has been at the heart of our work from the very start at XP. We are committed to engaging students in the assessment process through actively involving them in the structured scrutiny of each other's work and models of excellence. Students are provided with opportunities to define the qualities of the work that make it successful and to suggest ways that the work can be improved further. Students subsequently apply this knowledge to further enhance and improve their own work. This is, by definition, empowering students to lead their own learning. Indeed, the important and compelling work done by Expeditionary Learning Schools in the USA has supported us to implement this practice across our Trust[6].

Indeed, Critique is a simple but highly effective practice that follows a simple but powerful process, outlined below.

Students at XP Trust consider model examples of student work (including their peers' work where appropriate) and use assessment criteria and rubrics to explore how and why the work is of high quality. In addition, students also engage in the practice of Critique as part of our student-led assessment process. Students share, discuss and reflect on specific examples from their work, or the work of others . The culture for analysing others' work is dependent on our students showing respect and using a protocol that is explicit in its focus on 'being kind, helpful and specific' in order to improve the work being Critiqued. Students then act on this process or advice to improve their work further.

The mantra outlined by Ron Berger and his colleagues in EL schools is that Critique must always be: 'kind, helpful and specific' and that we can be 'tough on the work but kind on the person'. Indeed, norms and a culture for Critique are imperative for students to benefit from, and trust, their peers' analysis and feedback. (See page 151, '*Leaders of Their Own Learning*' - Berger, Rubin, Woodfin)

When engaging in Critique with students they should be given opportunities to:

1   Have access to work that relates to the assessment rubric.

2   Comment on and evaluate this work through protocols such as: 'I praise, I notice and I wonder.'

3   Work together to share their critique in different contexts for example, self, peer and whole class Critique.

4   Engage with rubrics and/or assessment criteria and relate this to the work being critiqued.

5   Apply critique to redraft and improve their work so it is carefully crafted and of high quality.

Critique allows students to develop essential habits of work and learning. Through critique students can reflect deeply on the work of others which consequently improves their own.

[6] Chapter 4 in Leaders of Their Own Learning (Ron Berger, Leah Rugen and Libby Woodfin) clearly outlines the power, purpose and impact of critique and is a recommended starting point for any school who wishes to implement this practice.

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Presentations of Learning (CP17)

At XP we make our work public. One of the most important ways we do this is through Presentations of Learning (PoLs). PoLs usually take place towards the end of expeditions and they are used as an opportunity for students to showcase their learning from their most current learning expedition. PoLs enable students to grow their character and further embed their learning through presenting their work in front of a range of authentic audiences and in a variety of contexts. In addition, students develop oracy skills by presenting to different audiences and in different contexts which builds confidence and further allows students to grow their character whilst developing key skills.

PoLs need to be high quality and showcase student learning. They are an important part of the anatomy of an expedition and link explicitly to our design principle of 'building community'. PoLs are planned opportunities for our students to not only share their beautiful work and learning but to grow their confidence and character.

Before the PoL, the following is essential:

1   Time is planned into the expedition overview to allow students to have appropriate time to prepare for their PoL, to ensure high quality.

2   The purpose of PoLs is discussed by students and expedition teachers, and a protocol agreed, so that there is clarity about their importance.

3   To ensure PoLs are effective, students are coached on their use of voice and presentational skills such as: projection, pace, emphasis, eye contact and body language.

4   Attendance at PoLs is an essential part of students completing their expedition. If students do miss a PoL for any reason there is an expectation that they will present their learning on their return to school in either Crew or a community meeting.

5   Attendance by parents is also an expectation and needs following up if this does not happen and an RMI is created in SOS.

6   Dates and times of PoLs are shared on the website at least two weeks before the event.

7   Consideration of past audiences and venues should be a key focus for expedition teams so that expectations for students are progressively raised.

During the PoL the following is essential:

1   Students introduce and lead the PoL.

2   Students support and challenge each other to present their learning in an appropriate manner.

3   An exit ticket is introduced at the start of the PoL. This is filled in by guests so that they participate actively in the PoL.

4   Students close the PoL appropriately.

5   That students/staff are stewards and everything is cleared away so that school can function effectively the following day.

After the PoL the following is essential:

1   A full debrief of the PoL needs to take place as soon as possible after the event.

2   Findings from the debrief need to be included in the expedition review so that iterations/suggestions can be acted upon in readiness for future PoLs.

3   That student's work is celebrated and honoured through a post on the website.

4   Any students who have missed the PoL need to present their learning as suggested in point 4 'Before the PoL'. This needs to be actioned by the expedition lead with the support of the student's Crew Leader.

4   Expedition Leads check parental attendance and inform Crew Leaders where this hasn't happened so that this can be picked up and monitored by Crew Leaders.

PoLs are essential in developing student oracy, agency and confidence. They elevate student learning by showcasing the work that our young people complete and make the work we do public.

Products (CP18)

Products are the way in which students show activism in its purest form. It is key that students create beautiful work that makes a difference to the world so that they can grow their characters and become active citizens. Products enable our students to connect with the world beyond school. This elevates their work and allows them to become positive agents for social change.

Products are created by students at the end of expeditions and are a visceral output that culminates student learning. The most effective Products connect with the community and have legacy. The most powerful Products allow students to take the knowledge they have acquired and do something with this to make the world a better place. Products, therefore, need to have agency and be more than students just presenting their learning. Products are thought about carefully and take a variety of different forms including physical and digital Products.

As part of Jeff's Law staff consider how their learning expedition will culminate and how the learning engaged in by students will be represented in a Product that is outward facing and that has agency. Also, and crucially, once a Product has been agreed, staff create a model Product. This is an essential part of the planning process and expeditions cannot start until this has been completed.

Staff create model Products for a number of different reasons:

1 To understand variables - how long does it take to realise the Product? What are the most effective resources to use in the creation of a Product etc.

2 To ensure there is a symbiotic link between the learning and the Product so that the knowledge students have acquired is powerful.

3 To experience what it feels like to be asked to do something that you might find challenging so that you can better understand, empathise with and predict what difficulties students might experience when creating the final Product.

Products can be in a variety of different forms. Below are of some of the Products that have been created previously by students across the Trust:

1 Published books both fiction and non-fiction

2 Films and documentaries

3 Radio plays and broadcasts

4 Information panels and boards

5 Leaflets

6 Educational resources

7 Posters, charts, maps and timelines

8 Board/Card games

9 Performances both dance and drama

Products are the culminating factor in learning expeditions and have most impact when:

The Product powerfully expresses student learning and has agency beyond the school.

The Product has activism at its heart.

The Product has purpose and authenticity.

The Product is representative of the students' best work and it is beautiful.

The Product has a strong narrative that ensures impact and legacy.

Products are the visceral realisation of student learning. When done well they answer the guiding question, link to Case Studies and fully express the powerful knowledge that students have acquired through their agency. Products allow students not only to express their learning but to express who they are. Products are one of the key ways we build community and share stories.

Portfolios (CP19)

Student Portfolios are used in XP secondary schools to curate high quality work that students produce as part of their learning expeditions. The work in Portfolios links to the Learning Targets in each expedition that are assessed to show students progress and attainment of students against National Curriculum and/or GCSE standards. Portfolios are used, therefore, to narrate the learning of each student in each expedition and are repositories for the beautiful work they produce. Portfolios are used by students as part of Student Led Conferences, Passage Presentations and Final Word to explain to parents and other adults the expeditions and learning they have engaged in, what they have mastered and what they have found challenging. In addition, Portfolios are always kept in a public space so that they are accessible to anyone who visits our schools. We are proud to make our learning transparent and this adds a layer of accountability that inspires students to complete their best work. Student ambassadors always present their Portfolios to visitors to realise the Design Principle of Sharing Our Stories.

Student Portfolios are stored and easily accessible in our open learning spaces, alongside their exercise/work books, so that anyone visiting the school can pick them up and look through them. Making student work public is a fundamental part of XP's pedagogy, and not just for final products. Physical portfolios now live in our open learning spaces, giving more public access and increasing the importance of them to the students and the school by allowing an authentic audience to access them.

What a Portfolio should include:

1   Beautiful, high quality student work.
2   The narrative from the learning expedition which frames the journey from guiding question to final product.
3   A 'contents page' which lists the artefacts that should be in a student's portfolio, mapped against learning targets.
4   Rubrics, drafts, evidence of FIXed work and JOLT work to show engagement and progress.
5   Where appropriate, links to digital artefacts through the use of QR codes and short links.
6   Each piece of work indicates which expedition it is from and links to the contents page so readers of the portfolio can easily match student work to the LT's and standards.

Typical pieces of work placed in a Portfolio would include:

1   Assessments
2   Printed out Google Docs
3   Rubrics with evidence of reflections, critique, JOLT and FIX
4   Examples of text coding
5   Exit tickets
6   Annotated work
7   References to digital evidence and final products etc.

What do students use portfolios for:

1   Student Led Conferences, Passage Presentations and Final Word
2   Presentations of Learning
3   Ambassador Tours and visitors - This allows students to reference other student work, for the portfolios to be included in Ambassador tours, and as a single point of access to all student work for all stakeholders.

How do staff use portfolios:

1   In expedition sessions time is allocated by staff to allow students to add beautiful work, as appropriate.
2   In academic Crew sessions - at least two Crew sessions per half term is used for the curation of portfolios. This is coordinated so that paired Crews can have vertical activities, if required.
3   For sharing high quality work across teams (Expedition and Subject Teams)
4   To present to outside agencies – portfolio curation should be focused wholly on improving the learning process, with repurposing evidence for outside audiences being a consequence of this, not the reason for it.

At various and appropriate stages, students can, if they wish, take their portfolios home as a permanent keepsake of their time at XP.

Portfolios are a repository for significant pieces of work that show the learning journey of students during their time at XP Trust. Learning is public at XP and portfolios are an embodiment of this concept.

Instruction

Designing Sessions (CP20)

At XP, Teachers collaboratively design sessions which challenge, engage and empower our students. Sessions are the lifeblood of our practice and our students' daily experiences. Teachers carefully craft sequences of sessions that build understanding and tailor them to the diverse needs of our students. The common components and considerations across disciplines exist as a point of equity, and enable simple structures which simplify what is a highly complex task and allow for complex output. Sessions are designed around the intended learning, rather than designing lessons using activities as a starting point. Through ongoing professional development teachers develop a range of session formats so that they can attune content and skills to appropriate session models. The design of sessions at XP is an intentional and deliberate process.

Common features of session design exist across all of our settings, however the application of them varies across subject disciplines, sequences of sessions, and key stages:

Common considerations when designing sessions

There are a number of considerations that teachers must make when planning sessions centred around the 4Ts:

Target: What is the intended learning for the session? Which standards are to be studied? How are these standards best taught and learned?

Topic: How does the session fit into the case study or sequence of sessions, contributing to the guiding question? What are the big ideas for or the stories that we are telling through the session? What are the connections from this session to previous sessions/other disciplines?

Text: What texts will students engage with in the session?

Task: How can we match the activities to intended learning? How can we scaffold / differentiate to challenge and support all students? How can students engage with the learning and demonstrate success? What assessment practices could be used to determine student success?

Common components of sessions

Regardless of the session format, all sessions contain common structures to engage, build curiosity and encourage student thinking in an active classroom.

'Do nows' are designed to achieve one or more of the following aims:

- **Activate** schema, linking students to prior learning.
- **Ignite** students' curiosity.
- **Check** understanding or proficiency in previously learned content or skills.
- **Create** purpose for the session.

Clear learning targets – In our primary schools, these targets are designed around TGBs (To Get Better at) and revolve around challenging 'gold targets' for secure outcomes, and 'green targets' for excellent outcomes. At Secondary, DLTs (Daily Learning Targets) are linked to long term learning targets, and subject specific standards that underpin the expedition.

Nevertheless, both approaches revolve around:

- **Unpacking** the academic and HoWL learning targets for the session.
- **Checking** for understanding.
- **Ensuring** that students can visualise what success will look like.
- **Reminding** students how this learning target fits into the story of the expedition through connection to case studies or the guiding question.

Increasing student independence - Through active participation and discussion, students are given opportunities to demonstrate their increasing mastery of new content or skills.

'Debriefs' consolidate and synthesise learning with a focus on:

- **What?** What has been learned, what were the big ideas? How was it learned? What connections can be made to the case study, guiding question or to other disciplines? How can we make sure that we remember and internalise what \ we have learned?
- **So what?** Why is this learning important? How successful have we been in our learning?
- **What next?** How can this learning help us to answer the guiding question? How can it help us to be activist or to lead our own learning? What comes next in our case study and the story of our expedition?

At XP, deliberate and thoughtful session design, starting with the intended learning target, engenders students to produce high quality work. Carefully crafted lessons enable students to work collaboratively, develop great habits of work and learning, and to take responsibility for, and leadership of, their own learning.

Delivering Sessions (CP21)

At XP, Teachers deliver sessions which challenge, engage and empower our students. At the heart of our sessions lies teacher discernment. Teachers develop a repertoire of the structures outlined in CP21, and plan for their effective use. Teachers gather information from their students all of the time and reflect on how best to proceed during sessions. However, the structures and practices[9] outlined below can only be effective if they are implemented in a classroom culture built on positive relationships. Teachers at XP ensure that they establish purpose for their sessions and welcome curiosity, celebrate mistakes, recognise diverse views, reward creativity, and encourage thoughtful and high quality responses from their students.

Underpinning effective delivery of sessions are a set of interconnected structures that help teachers to plan and deliver effective and purposeful sessions through:

Creating purpose and orienting the session within a series of sessions, case studies or wider expeditions so that students can make connections across disciplines, time and place and are invested in their learning.

Building curiosity so that students 'need to know' and are engaged in their learning.

Differentiation of session content, processes and the classroom environment in order to support and challenge all learners.

Managing the active classroom so that students feel safe, develop great habits and know what to expect through consistent routines and practices.

Discussion protocols that give all students a voice, help them to determine importance and encourage thoughtful responses.

Asking students to represent their thinking in a variety of forms to show their increasing mastery of learning targets.

Checking for understanding strategies* that give teachers information about students' learning, identify misconceptions and help teachers to adjust the flightpath of the session.

Ongoing student-engaged assessment practices that build student ownership of learning, focus students on reaching standards-based learning targets, and drive achievement.

A relentless focus on quality. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Through revising and redrafting their responses in service of the creation of beautiful work, students come to value craftsmanship and quality.

Reflecting upon and debriefing learning so that content is consolidated and synthesised, students' work and Habits of Work and Learning are honoured, and so that students can place their learning in the bigger picture of the expedition, guiding question or case study.

There are some elements of all session delivery that are so fundamental to our approach that some of these are core practices in their own right (see Core Practices 20-23).

At XP, teachers develop a repertoire of practices to deliver sessions that promote equity and engage students in grappling with challenging content. This ensures that students are invested in their own and their peers' learning and push each other to produce high quality work.

Managing the Active Classroom Protocols (MITAC)[7] (CP22)

Effective classroom management does not revolve around the power of a teacher's personality. Instead, It revolves around deliberate and intentional adult behaviour, which in turn helps to facilitate habitual student behaviours. The consistent structures and routines provided by the teacher help students to feel safe. Teachers have an unconditional positive regard for their students and their development.

Our high behavioural and academic expectations that we have for all of our students are achieved through a combination of our emphasis on promoting good behaviour, making 'deposits and withdrawals' with students and parents, excellent relationships, and a series of management in the active classroom protocols.

Management in the active classroom (MITAC) revolves around a set of management tools that create engaged and motivated students. Instead of compliance, students become motivated by their aspiration to influence the world around them, to make their families proud and to become the best versions of themselves. This is achieved within our wider culture of Crew - a sense of belonging and students feeling safe. Nevertheless, MITAC protocols act as the strategies and frameworks in which to embed the necessary habits and routines to facilitate this:

Teacher presence: This revolves around where an adult stands, their use of eye contact, facial expressions, tone of voice, managing one's emotions etc all play an important part in managing the active classroom. The setting up of the classroom environment with specific student roles and responsibilities, habits and routines also accompanies the intentional adult behaviour around MITAC.

Norms: The creation of class norms and connecting them to school wide norms help adults to create a safe and supportive environment for our children. The co-creation of norms help to facilitate the feeling that 'we are all in this together', and act as a guide for 'how things are around here' - enabling adults to promote good behaviour, and challenge those where expectations are not being met.

Routines: The first 5 and last 5 minutes of a lesson provide the essential building blocks for purposeful ends and starts to sessions.. Classroom Crews support this process when children are given specific responsibilities for distributing and collecting resources, tidying spaces and enabling adults to monitor all interactions during busy periods. Meeting and greeting, effective 'Do Nows', brief emotional check-ins, well managed transitions, consolidating key learning points etc., all contribute to the active ingredients of these phases.

Communication: Intentional verbal and non verbal communication centres around knowing and understanding our children really well. Employing communication strategies around transitions, challenging low level disruption, positively reinforcing good behaviour etc contribute to the effective management of our classrooms. Facilitating critique and feedback protocols help to immerse our children in environments that support one another's efforts as they strive for excellence.

Deeper support for challenging behaviours: preventing challenging behaviour and responding to any instances of behaviour that undermines authority and respect are explored in this section of MITAC.

At XP, management in the active classroom supports adults by building repertoires, exploring scenarios, developing good habits and routines, developing culture, promoting good behaviour and planning for potential explosive situations. It is developed alongside the spirit of staff Crew: understanding that we all need support with the varied eventualities in our classrooms, and by learning from one another we can facilitate high quality learning experiences.

Using Discussion Protocols (CP23)

Discussion protocols empower our teachers and students by creating a common set of classroom structures that give all students a voice, promote meaningful dialogue, engagement and expectation across all of our classrooms. They help us to realise the togetherness of 'We are Crew, not passengers'.

Discussion protocols allow our teachers to move at pace, provide thinking time, reshape responses and embed habitual routines that breeds familiarity and therefore high levels of engagement.

In essence, such protocols:

encourage students to show understanding, self-assessment, or readiness for a task, or respond to a standard prompt one at a time, or in rapid succession around the room

provide students with the time to think, listen to other contributions and to add ideas/opinions on a topic

promote a classroom culture of respect by enabling students to be sensitive to the timing of their own responses in relation to the contribution of others. collaboratively engage with a text or topic, and to recognize and articulate their own ideas before considering the ideas of others

provide a series of prompts or ideas, agree or respectfully disagree with comments.

debrief activities that allow students to verbally discuss responses

provide opportunities to think deeply and have the space to respond to the thoughts of others in a calm and thoughtful way

generate discussion and allow teachers to address misconceptions or gaps in learning

ask questions of students who may be reluctant to contribute and to target questioning so that answers are not dominated by a minority of students.

devise strategies to ensure that everyone contributes.

[7] This core practice is based, and draws, on the the EL publication: '*Management in the Active Classroom*' (Second Edition) by Berger, Strasser, Woodfin (2015)

Whether it be an opportunity to revise classroom norms, the need to circle up to revisit the importance of respect during sessions, or thoughtfully responding to classroom debates via sign language, discussion protocols bring a sense of familiarity that enables students to engage in powerful conversations.

The structure of discussion protocols often provides an additional period of thinking time for students leading to greater engagement and deeper reflection that some teachers may neglect to build into their practice. Such protocols also help to facilitate a no opt out culture amongst students where appropriate during discussions, whilst teachers ensure this is low risk by developing this practice alongside the careful cultivation of good habits so that students are typically kind, helpful and specific. Whatever the protocol, the underlying clarity that results from this practice brings a sense of security and appropriate challenge to sessions; and contributes to establishing a safe classroom culture where everyone's voice is heard, respected and valued.

Using Checking For Understanding Protocols (CP24)

Checking for understanding is the backbone of effective instruction. The checking of important ideas and concepts helps instructors gauge what students are getting and what they need to work on more. It provides instant, useful feedback to the teacher to track learning and adapt instruction to better meet the needs of students swiftly. Continually checking all students' levels of understanding throughout each session sends the message that everyone's thinking is important and necessary and therefore encourages active engagement of all.

Teachers use a range of checking for understanding strategies. Strategies take a range of forms and include:

protocols to challenge students further and determine the depth of understanding

entry tickets that ensure learning is accurately pitched for all students

exit tickets and independent 'prove it tasks' that show understanding and indicate if further instruction is required

critique using 'I notice, I praise, I wonder'. Teacher, student (self) and peer critique is kind, specific and helpful

strategically listening to students' discussions and collaborative work, intervening to support, challenge and accelerate learning.

Representing Thinking

These representations are a scaffold, and learning aid, that support students during sessions, promoting independence and encouraging students to lead their own learning. These representations of thinking give students and teacher an opportunity to see thinking on the page and give staff a route into assessing the level of student understanding.

- Students use expedition work books, journals, portfolios and digital portfolios.
- Teachers and students produce sites and blogs to present on-going expeditionary learning.
- Teachers create anchor charts and select deliberate/specific protocols to publicly synthesise student understanding and to provide the class with a resource for student learning.

XP TRUST KEY PROTOCOLS

SILENT CONVERSATION

POPCORN!

WHIPAROUND!

COLD CALL!

INDEPENDENT WORKING

GALLERY WALK

BUILDING BACKGROUND KNOWLEDGE!

THINK, PAIR, SHARE

CRITIQUE

LAST FIVE

ENTRY AND EXIT TICKETS

FIST TO FIVE

POPCORN!

Students 'pop' their ideas/thoughts on a specific topic.
We ensure we are respectful and do not talk over others.
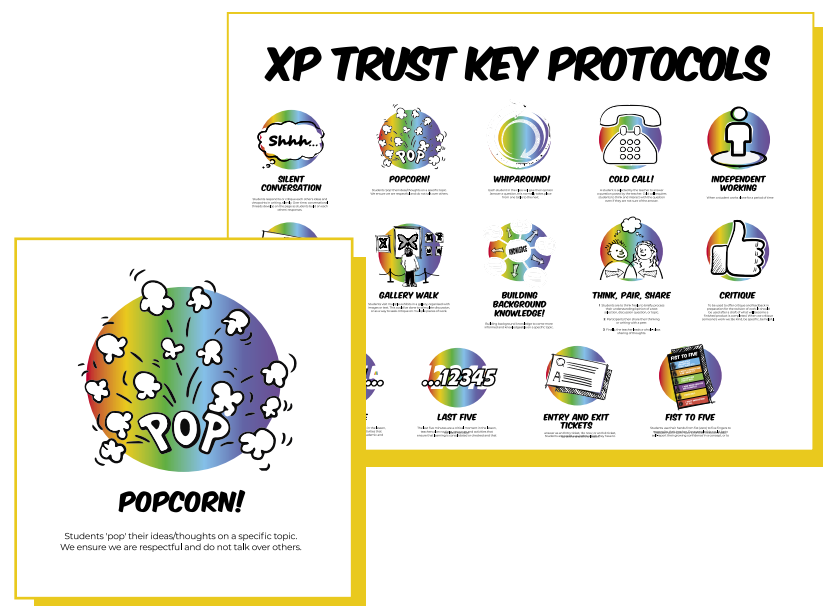
Reflecting and Debriefing

There is not one right way to debrief. Each group is different and requires unique creativity, compassion, boldness and honesty.

Debriefing consists of one or more of the six strands:

- Teachers and students use debriefing as a tool to **assess** how well the pupils have engaged with the session

- Teachers and students use debriefing as a form of **consolidation** and an **application** opportunity to apply their skills into a unseen context

- Teachers and students use debriefing as an opportunity to **summarise** learning and **predict** upcoming content based on their understanding of the session they have just taken part in.

- Teachers and students use debriefing as a **celebration** of learning.

Structuring, Redrafting and Revision of work

- Teachers capitalise on opportunities to encourage revision and redrafting of work to improve the quality of students' responses. For example verbal responses are challenged by the teacher to be more fluent, using target language or full standard English.

- Critique, redrafting and revision of work is structured in sessions. Models are provided for students so that they can visualise and name what excellence looks and sounds like. Teachers provide frameworks for critique, always framing the critique with the norms: about the work not the person, kind/specific/helpful and step up/step back.

- Teachers ask questions that provide a sharp focus on one aspect of a learning target or quality criteria. In particular for peer to peer critique, teachers narrow the focus of critique so that students are equipped to provide useful feedback. Teachers always monitor the quality of peer to peer feedback and intervene when necessary.

- Target academic language is taught explicitly so that students have an academic vocabulary for critique. Students use a common language of 'I notice', 'I wonder', 'I praise' and 'I suggest'.

- Teachers encourage students to reflect on these processes and 'critique the critique'. Students see the value in habitually redrafting their work as they experience success and high quality work as a consequence of these structures.

Checking for understanding via protocols such as questioning, use of exit tickets and critique, enables teachers to gauge learning and respond accordingly.

Whether it be the intention to probe for misconceptions, consolidate key points or even reteach key aspects of a session, swift responses allow students to stay on track and not stray away from the intended outcomes. Implementing the strategies in this core principle ensures that all students are fully engaged in this crucial process.

Adaptive Teaching (CP25)

At XP Trust adaptive teaching links inextricably to our design principle of equity. We believe that students should not be separated or grouped by academic ability but can, and must, learn together. As a result, all of our sessions are taught in mixed ability groupings where students learn together regardless of their ability. Adaptive Teaching is, therefore, of paramount importance in our planning and delivery of sessions so that we consider and adapt resources and instruction, where necessary, to meet the range of needs in our classrooms.

Whether teachers adapt the content, the process, the product or the learning environment, effective adaptive teaching sees teachers:

understand student's strengths and weaknesses in learning through ongoing assessment so that instruction can be tailored to meet the individual needs of a student

know student's interests to support engagement in learning

identify student readiness for a particular concept, skill or task

develop respectful tasks which provide appropriate challenge and foster engagement

use flexible groupings which allow for fluidity in response to ongoing assessment

embed ongoing assessment and adjustment to allow for progress of all students

adapt the process not the content or product allowing all students to achieve equitably.

As one of our curriculum seams is 'diversity and belonging' it is a cultural imperative that we respect difference and foster inclusivity. One of the ways we do this is by promoting equity through adaptive teaching and learning.

Transitory Displays (CP26)

At XP, we are committed to using transient displays and visual models to enhance the progressive learning experience for students. We co-construct with students a picture of the learning expedition through displaying work so that we can viscerally show the accumulation, and capture, key knowledge to build an understanding, and mastery of, learning targets. Student learning is displayed to represent the progressive nature of learning through case studies and is useful in facilitating links between subject disciplines. In addition, active displays provide, and can be used as, a valuable resource that can be referenced and referred back to by students as they answer the guiding question. These displays are often reflective of student thought processes and they exist not as beautifully curated work but as beautiful representations of students grappling, constructing and reflecting on key concepts, ideas and knowledge. Active displays are purposefully transient and once the expedition has been completed they are removed in readiness for the next learning expedition.

The use of transient displays can take a variety of forms but typically in a classroom you would see displayed so that it can be referenced and used interactively:

Long Term Learning Targets

The guiding question for the expedition

Case Study titles

And co-constructed work that links to the above such as the display of:

Anchor charts

Building Background Knowledge charts

Calendars and key dates

Graphic organisers

Learning and pictures from fieldwork and engagement with experts

Model student responses

Examples of model product

Transient display work in classrooms is primarily to support students through the current learning expedition. Displays are used as a resource to further engage students by providing a visual, and interactive, prompt to consolidate, reinforce and connect their learning.

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A Culture of Crew

Crew Fundamentals (CP27)

Crew is central to the positive culture at XP. At XP culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become Crew, not passengers. Relationships with our students are at the heart of everything we do. One structure for developing this relationship - and supporting students socially, emotionally, and academically - is Crew.

Crew is a space where students feel safe and where they are able to show their strengths and vulnerabilities without fear or favour. The climate created in Crew must allow this to happen.

Crew provides each student with a one-to-one relationship with an adult advisor (Crew Leader) at the school, as well as a consistent and ongoing small-scale peer community. Crew Leaders monitor and support student progress, serve as the student's advocate in difficult academic and social situations, and act as the primary contact point between parents and the school.

There are a number of core features that exist in Crew sessions that link directly to our 'Narrative for Success.' Students need to feel safe in Crew, they need to attend to make good progress and they need to engage in Crew sessions to ensure success. Crew Leaders, therefore, need to ensure that Crew meetings are frequently used for team building exercises and for group discussions on topical issues. These exercises and discussions help establish Crew identity and a positive school culture. We call this our Crew Curriculum and we believe that if, 'we get Crew right, we get everything right!'

Crew always starts with students circling up. The power of the circle is that it creates equity, allows students to share openly and allows support and challenge. It is important that there are no obstacles such as tables or bags in the circle. It is important that there are no physical barriers in Crew to ensure that students are present, fully engaging and free to share their feelings and views without obstruction. Crew always starts with a check-in, whether this is a welcome, a greeting or a sharing activity. This gives all students a voice. Activities are inclusive and challenge all students to participate - there are no 'passengers' in 'Crew'. This makes students not only accountable and responsible for their own behaviours but also for those of their Crew members

Our Narrative for Success is realised through the construct of Crew. Crew is the place where we establish that students are safe, engaging, attending, working hard, getting smart, being kind and achieving academically. All Crew activities are structured around these key concepts in a variety of different ways.

Crew Curriculum can vary across different schools but there are some fundamental processes that are particular and essential to an effective Crew session. These are:

1   Students and Crew Leader circle up

2   A register is taken

3   Crew Leader checks that students have everything they need for the day. (In secondary schools this would include checking on equipment, reading book, charged device etc. In primaries this would include checking pupils have reading books and PE kit etc.)

4   There is a check in

5   This is followed by a Crew activity

6   There is a debrief of the activity

7   Students are stewards for their Crew space and they leave no trace!

Crew is, as mentioned, inextricably linked to our Narrative for Success and these routines and practices ensure that students are safe and are set up to succeed at the start of every day at school.

Crew Curriculum (CP28)

The foremost purpose of Crew is to build positive relationships and to cultivate good habits of work and learning. Our Crew Curriculum has been carefully crafted to provide Crew Leaders with a framework that enables them to engage students in rich and broad experiences. However, the Crew Curriculum is flexible and can be adapted, where necessary and appropriate, to react to, and meet, student needs. Essentially, our Crew Curriculum has to build Crew!

Crew Curriculum, in most schools, follows a set pattern allowing PSHE/RSE to be delivered, where appropriate, through selected Crew sessions. Schools follow different timetables and organise Crew in a variety of different ways. An example of how Crew activities could be organised and delivered is suggested below:

Monday is an opportunity for students to be reflective as well as active. To share their weekend experiences during the Crew check-in and then conduct activities which either focus on giving back to the community through service learning (Crew Stewardship) or personal mindfulness.

Tuesday - Crew has a strong academic focus on the goal of developing lifelong readers. This goal, while primarily addressed in academic classes, has a special home in Crew. Therefore, time is allocated each week for literature circles and structured discussions on a text or the opportunity for students to independently read. A Crew leader will confer with students as they read, encourage exploration of new genres, and monitor student progress in meeting the independent reading requirement.

Wednesday is a time for students to develop the knowledge, skills and understanding they will need to manage their lives, now and in the future, and to keep them healthy, safe and prepare them for life and work in modern Britain. It is also a time to focus on specific topics which may link to other areas of our expeditionary curriculum.

Thursday - Students use regularly designated Crew sessions to reflect on their academic progress and character growth. These sessions are also used to assemble and organise materials to prepare for Passage Presentations and Student Led Conferences. Crew Leaders monitor portfolio progress and assess student readiness for presentations.

Friday allows Crew Leaders time to be able to catch up on any activities missed throughout the week but also to choose what they want to prioritise.

Many schools also plan into their Crew Curriculum a daily catch up on pledges and Habits of Work and Learning at the end of the day to allow students to reflect regularly on their progress.

In addition, Crew Curriculum is the natural place for students to explore personal development and relationships. Whilst this is also evident across the wider curriculum, Crew provides a safe place for students to use their voice, discuss issues and ask questions in a safe and trusting environment.

Another key feature of our Crew Curriculum is service. Crew is often used to do selfless acts of service such as helping younger students to prepare for Student Led Conferences or tidying the environment around school and the local area. In some of our schools each Crew has a Crew charity selected by students and they explore ways that they can support and raise money for the charity through running a series of events throughout the year.

Ultimately, the Crew Curriculum is primarily concerned with building a positive culture through building strong relationships and works flexibly around this core practice.

Staff Crew (CP29)

If we are to 'get Crew right' then adults in our schools need a conceptual understanding of the purpose of Crew, invest in this understanding and model and communicate this to our students. Establishing a positive culture in staff to become the best versions of themselves and to transfer this to the students in their Crew is the reason why Staff Crew is of paramount importance in our schools. Staff Crew enables everyone who works in our Trust to have a shared understanding of our common mission to build character, create beautiful work and to ensure academic success.

Staff Crew allows adults to explore our Design Principles, Character Traits and our Habits of Work and Learning in depth and collaborate in meaningful ways so that we can articulate this through the work we do with our student Crews as Crew leaders. In addition, Staff Crew provides the opportunity for staff to share experiences, step out of their comfort zones and be comfortable sharing their vulnerabilities in a safe and supportive environment which aligns with the concept that, 'if it's good enough for our kids, it's good enough for us.'

Staff Crew also promotes and encourages staff voice, so that everyone who works in our schools has the opportunity to suggest ways to improve our practice and raise issues of concern. This empowers staff and is a clear example of the importance of equity in our culture. Our common mission binds staff together, ensures that we can have challenging conversations but know that we are there for each other. In short, 'if we get Staff Crew right, we get everything right!'

Staff Crew is developed and sustained in a variety of different ways across the Trust. Below are a number of examples where Staff Crew is a key focus:

Induction - Staff Crew plays a significant part in our Staff Induction process. On their first day at XP, new staff go on an outdoor adventure where they work together to explore the meaning and purpose of Crew.

Staff Crew days - many of our schools hold days throughout the year that specifically focus on building Staff Crew. Often these days/experiences include: microadventures, hikes or team building activities.

Staff days - most Staff Days include a session dedicated to Staff Crew.

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Meeting structures promote the development of Staff Crew. There are protocols in place to ensure staff check in, encouraged to use their voice and debrief discussions.

XP University (XPU) programmes are delivered through XPU to develop and reinforce an understanding of the purpose of Staff Crew.

Staff Crew is central to the development of a shared mission and a strong culture in our schools. Staff need Crew to enable them to become better Crew Leaders, better teachers and better human beings. Through a strong culture of Staff Crew we are able to model our Character Traits and Habits of Work and Learning more effectively for the students in our care.

First week back: Introducing and reaffirming Crew (CP30)

At XP Trust, every year, our first week back is always used to either introduce or reaffirm the importance of Crew. This period of time is used by Crew, and phase leaders to build, continue to build or rebuild, positive relationships with their Crew through shared experiences and challenges. Through shared rituals, protocols and practices, strong bonds are created, or re-established, that are the foundation of our culture. The activities in the first week back are, therefore, carefully planned to allow Crew Leaders to explore the purpose of Crew with their students, framing experiences through shared language and challenges that enable students to return to the central concept of our students being 'Crew not passengers'.

Schools across the Trust take the opportunity of the first week back to organise Crew based activities such as:

Outdoor experiences including working with experts and partners who understand the concept of Crew, on activities like: an Outward Bound course, hiking, abseiling, caving and solos.

Crew leader-led activities - for example: microadventures, inter-Crew challenges, Twenty Ways to Be XP and retro Sports Days.

Service activities including selfless acts of kindness in the community, working with the elderly, and actively building community through engaging in environmental projects.

Planning the first week back

1 A First Week Back lead is decided.

2 Teams agree a Guiding Question that links appropriately to building a culture of Crew.

3 Teams look back at the previous planning and activities and take this into account when planning the first week.

4 Crew Teams and Phase Leads work collaboratively with other appropriate Trust Leads to organise appropriate, relevant and engaging activities that build the culture of Crew.

5 Responsibilities are agreed by the team and planning is finalised before the end of the summer term.

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6   First week back activities always end in the form of a Celebration of Learning that once again reinforces the idea of Crew. This needs to be planned into the week so that students reflect on the nature and purpose of Crew.

Examples of this are:

In Year 6 students engaged in microadventures and shared the outcomes with parents in a presentation of learning.

In Year 7 as a culminating event on the Outward Bound fieldwork all students, as part of their Crew, present their answer to the Guiding Question, 'What is Crew?'

In Year 8 students reconnected with the purpose of Crew by camping at a local Water Park to engage in a range of Crew building activities on the lake. A celebration of learning on the final day.

In Year 9 students took part in the Duke of Edinburgh Bronze Award Scheme launch and engaged in a series of outdoor activities in preparation for the programme. Students shared their experiences and pledges with parents in a Celebration of Learning.

Debriefing the first week back

It is imperative that time is given to fully debrief the first week back experiences and that these thoughts are captured to inform future planning and work in Crew. For example, if more work needs to be done on the purpose of Crew, this needs factoring into future planning as part of ongoing Crew sessions. An example review doc is attached here.

When purposefully planned well the First Week Back has a high impact on reaffirming the importance of Crew. This allows staff and students to further develop positive relationships and a positive culture.

The first week back every year is a clear example of how it is imperative that we place Crew at the heart of everything we do.

Community Meetings (CP31)

Community meetings are the anchor for embedding culture and building community at XP. They are constructed to enable student voice and thereby empower students. Community meetings encourage celebration and reflection on Character Traits and our Habits of Work and Learning (HoWLs). The general structure of the meeting allows students and staff to appreciate each other to highlight our culture, apologise if they have done something that is not part of our culture and make stands to protect our culture. Students, particularly when apologising, will make active pledges about future conduct and they will be held to account for these by their Crews. Generally Community meetings include the whole community of staff, students and visitors. However, sometimes Community meetings can be organised into phases, year groups or even classes, if appropriate. Community meetings foster and strengthen the idea of Crew and they are one of the most important things we do at XP.

As suggested above, Community meetings and how they are structured can vary depending on context. However, the following points act as a guideline and identify best practice when running a whole school Community meeting.

Before the Community Meeting

1   Crew Leaders prepare their Crews for Community meetings by reflecting on their purpose regularly.

2   In the week Crew Leaders allocate time in Crew sessions to reflect on and consider Character Traits and Habits of Work and Learning.

3   In sessions teachers and students may discuss and agree pledges based on Character Traits and HoWLs that are also shared where deemed appropriate in whole school Community Meetings.

4   Students share, in Crew, apologies, appreciations and any stands they have based on the above.

5   Together Crews, led by the Crew leader, decide who will speak at the Community meeting. This ensures all Crews are ready to fully engage in the Community meeting.

6   There is a quick check-in before the Community meeting to remind students of the agreed apologies, appreciations or stands.

During the Community meeting

1 Crew Leaders sit with their Crews. This shows that the Crew Leader is there to support students fully, particularly the ones who have volunteered to speak.

2 The leader of the Community meeting will raise their hand to indicate that the Community meeting is about to start. Everyone is expected to raise their hand - this shows they are fully present and ready to engage.

3 After a brief introduction, that may focus on information, celebration or a focus on Character Traits or HoWLs, the leader of the Community meeting opens the floor for apologies, appreciations and stands from everyone present. Generally this can be done year by year (for example start with Year 7 and move on to the next year group), although the order can vary so that students have the opportunity to speak first. This is particularly useful so that older students can model how to contribute to the Community meeting.

4 If a student apologises they are always specific and make a pledge about future conduct and what they will actively do to restore relationships. They are held to account by their Crew and progress towards realising the pledge is returned to at future Community meetings.

5 As students and staff contribute to the Community meeting, the lead will often build on appreciations and apologies as a way to reinforce culture (see the protocol for examples of this).

After the Community Meeting

1 Crews reflect on Community meetings and feed this back to their Crew Leader who in turns feeds this back into Phase meetings.

2 Crew Leaders keep track of which members of Crew are speaking and encourage over time all students to participate as appropriate so that there is equity of opportunity and experience.

3 At times throughout an expedition or the school year, expedition teachers may discuss, reflect on and consider Character Traits and Habits of Work and learning and ask the students to consider praise and apologies where necessary for sessions. These may be specific to expedition sessions or align with broader pledges made in Crew.

Community meetings when they are well prepared for and led effectively are a very powerful way of communicating culture to students and staff. By being purposeful and focussed on Character Traits and HoWLs.

Student Ambassadors (CP32)

At XP we are committed to growing character in our students by allowing them opportunities to grow their confidence. One of the ways we enable this is through our student ambassador process. This involves, where possible, students being the first point of contact when we have visitors in school and/or they contribute to conferences and other public events. Being an ambassador allows students to authentically articulate the culture of the school whilst discussing Crew and highlight the processes and protocols that are distinctive in our Trust. Students talk to adults about their learning and show examples of their own work and the work of others. They discuss learning expeditions by showing examples of high quality , beautiful work from their books, portfolios and products. Being an ambassador allows our children the opportunity to share information about XP Trust and the ability to speak to visitors, speak at conferences, presentations and become confident when speaking to the public. All students will be an ambassador for their school or the Trust at least once during their time at XP. They will be able to answer questions about XP and speak openly, honestly and elequently. The ambassador programme is one of the ways we create community in our schools by engendering a sense of ownership and pride in our students.

Schools in our Trust have different ways of ensuring all of our students have the opportunity to be an ambassador at least once in their time at XP. A suggested process is outlined below.

Role of the Crew Leader

Crew Leaders share the purpose of being an ambassador with their Crew

Crew Leaders encourage students to be ambassadors when the opportunity arises.

Crew Leaders pass information to students regarding dates and times for any events or ambassador tours in a timely manner.

Crew Leaders keep a record of who in their Crew has been an ambassador, why they were an ambassador (for what event) and make a note of any feedback received from visitors and share this with students and parents.

Role of the student

The student takes responsibility for being an Ambassador.

Students are always paired with an experienced ambassador so that students can learn. from others who model their oracy skills.

The student feeds back to their Crew on their experience.

Our students are Ambassadors for XP Trust. Being an Ambassador allows our students the opportunity to engage purposefully with adults to share information about our schools and our culture. Leading an Ambassador tour develops oracy skills by allowing our students to articulate their learning and how we XP. Being a Student Ambassador puts students in charge of sharing information about their knowledge of, and experiences at, XP. In addition, students learn to advocate for themselves by answering questions and explaining the processes we use at XP whilst developing the skills to speak openly, honestly and elequently. All students will be an ambassador for their school, or the Trust, at least once during their time at XP. The Ambassador structure builds students' sense of responsibility and confidence and it helps to hone their understanding of what it means to be Crew.

Careers (CP33)

At XP we have always had careers at the heart of our expeditions whether it's working together with experts, out on fieldwork or creating our products. Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to learners at XP Trust. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life in the world; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed decisions for their future.

In secondary schools at XP, we work in partnership with key external partners as we are committed to providing all our students with a comprehensive programme of independent Careers Education, Information, Advice and Guidance (CEIAG). In primary schools our work on expeditions and particularly aspects of fieldwork, working with experts and creation of products raises the skill set and aspirations of our students.

We are committed to preparing our young people to be successful in the modern world therefore all students across secondary XP schools will take part in a Careers Education, Information, Advice and Guidance (CEIAG) programme that:

follows the principles of the Gatsby Benchmarks

provides each student with high quality, impartial advice as well as opportunities and experience to develop the essential employability and life skills in order to become effective citizens and employees

is integrated into the students' experience of the whole curriculum

encourages all learners to consider their career throughout Key Stage 3 and 4

encourages all learners to consider their career and higher education pathways throughout their post-16 programmes

encourages all students to develop confidence in making decisions and career choices which are suitable and ambitious for them

provide all learners access to information from providers of technical education, apprenticeships, further and higher education institutes

develops key enterprise and employability skills

develops an understanding of the world of work and how to respond to changes in today's workplace

raises aspirations and promotes equity and diversity.

Students have the option to discuss and access more advice and information about different careers through a range of people in our schools that are more than happy to talk to you, for example:

Careers Leads

Crew Leader

Phase Leads

Expedition/ Subject Teachers

Learning Coaches

For general information we also have a careers information board and careers area within the Library and other open, public spaces in our schools.

Our Common Mission at XP is that all students are ready and prepared for the world and that their aspirations are high. We want all of our children to be on the path to university readiness, so that they have a range of choices at 16+ and beyond, choices that are in their own hands.

XP Outdoors & Learning Outside the Classroom (LOtC) (CP34)

XP Outdoors & Learning Outside the Classroom (LOtC) are an integral part of our learning at our Trust. It is important now, more than ever, for students to actively engage in looking after our natural environment and take responsibility for its future especially in light of the concerns over climate change.

Being outdoors in nature has a hugely positive impact on student and staff wellbeing both physically and mentally, so getting students outdoors within expeditions and Crew is highly important. The XP Outdoor & LOtC Curriculum includes opportunities for other subjects to be taught outside the classroom to enhance expeditions and Crew by allowing students to develop additional skills, engage in fieldwork, deepen curriculum knowledge, grow character, build relationships and provide deeper learning experiences. This can also be an opportunity to teach students through an alternative pedagogy which can benefit students that often struggle in the usual classroom environment. Therefore, in light of the above, we are determined to extend our classrooms outside of our school building, into nature and the wider community.

All schools within the Trust have an XP Outdoors Lead who supports their school with delivering the XP Outdoor & LOtC curriculum and encourages staff to develop their skills and knowledge to broaden the capacity for staff to enable students to learn outside the classroom more. Outdoor Leads work collaboratively with staff to create engaging learning activities from EYFS through to Key Stage 4, providing safe, supportive opportunities that challenge and engage students. The XP Outdoors Lead supports their school's Headteacher to ensure staff are appropriately trained and help remove the barriers for getting staff and students out of the 'class room' and either outdoors or into other purposeful learning environments, e.g. museums or using experts, ensuring their school has the appropriate resources and opportunities to realise this. .

XP Outdoor Lead

- Every school has a designated lead to support their school to develop and implement an XP Outdoor & LOtC programme..
- Schools take advice from their XP Outdoor Lead to discover ways of bringing expeditions and Crew sessions outdoors.

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XP Outdoor Lead

• Every school has a designated lead to support their school to develop and implement an XP Outdoor & LOtC programme..

• Schools take advice from their XP Outdoor Lead to discover ways of bringing expeditions and Crew sessions outdoors.

• XP Outdoor Leads share tier knowledge with staff in their school to upskill staff allowing it to have an impact on more of our students.

• XP Outdoor Leads identify specific barriers to learning outdoors and outside the classroom and develop protocols to mitigate these barriers.

XP Outdoors Curriculum

• We work collaboratively to design an XP Outdoors Curriculum which we expect our schools to follow.

• The XP Outdoors Curriculum strands through expeditions, Crew, SEND and additional learning.

• XP Outdoors has a range of activities that have been designed to allow them to be delivered by any member of staff without any additional training. In addition, there are opportunities for staff to learn specific skills in order to deliver more specialised sessions such as campfires.

• All students have the opportunity to access XP Outdoors learning.

All students and staff are expected to engage in XP Outdoor activities and be provided with opportunities to develop in this area. XP Outdoors is a key component of our curriculum, aligned with both learning expeditions and Crew, that ensures students are given increased opportunities to develop skills and attributes to further grow their character. XPU offers courses and training for all staff to develop their skills and knowledge for getting outside the classroom.

Stewardship (CP35)

Stewardship clearly aligns with our design principle of 'building our community' and its related guiding question, 'what do we need to survive, sustain and thrive?' and 'How are we moving towards where we want to be?'

We all need appropriate resources and an environment conducive to high quality work: we ensure this at XP Trust through our commitment to stewardship. To know what we need, we need to know what we've got. This has a massive impact on the finances of our schools as we don't over order because we know what's in our cupboards, why it is there and that we need to look after it.

While the room / area stewards ensure that their area is degunged and appropriate protocols are formed each term, it is every member of staff and each student's responsibility to leave rooms and areas tidy and fit for purpose as we are all stewards of our community.

In order to promote stewardship effectively across the Trust:

Each school has a Lead Steward who works alongside the Head of School and the Trust Steward Lead to ensure our schools are appropriate environments for our staff and students to work in.

Each room and area of the school, e.g. communal areas and dining halls have a named Steward who is accountable for that area. They implement any necessary and specific protocols and inventories and hold staff that use the area to account.

Stewards are given time each term to ensure a thorough degunge of the area is done ensuring staff that have used the area remove any items that are not needed in there before the end of term so that it is a blank canvas ready for staff the following term.

In addition to the above, we employ cleaning staff that use specialist products and equipment to clean and sanitise our schools. This can only be done if rooms and areas of the school are tidy. Staff and students ensure time for degunge, by tidying the room or area they've used, before the end of every session.

Our culture at XP is to 'leave no trace' or to leave a space even better than we found it. Stewardship is the way we ensure this is accomplished.

Equity

Narrative for Success (CP36)

Our 'Narrative for Success' (N4S) underpins our work on equity at XP Trust. Through analysing the information we have regarding students, and what effective interventions look like, we have constructed our 'narrative for success' which, if followed in the correct order, will ensure our students will have the best chance of becoming the best version of themselves.

We need to keep focused on the simplest piece of information:

Do we have a concern?

If so, what are we doing about it?

...and is it having an impact?

When we consider what we need to do, we must be mindful of our narrative and this prioritised list of possible interventions.

Our narrative ensures we put the most effective interventions in place first, so they have the biggest impact on the success of our students.

Our narrative for success

Are our children...

1 Safe?
2 Able to engage?
3 Attending school?
4 Working hard?
5 Getting smart?
6 Being kind?
7 Achieving academically?

1 Safe

Keeping our children safe is our number one priority, whether they are in school, or not. It is our responsibility and legal duty to ensure we are aware, can recognise, respond and communicate safeguarding issues to the appropriate person and implement effective safeguarding interventions.

We do this through our online CPOMS system that underpins our safeguarding training as instructed by our Designated Safeguarding Leads (DSLs).

We celebrate this very hard and very important work by recording 'near misses', where potential issues have been successfully mitigated, such as missed or incorrect student registers, so that we are always mindful of our safeguarding duties.

2 Able to engage

Some students have barriers to learning, whether they are caused by Special Educational Needs (SEN), social deprivation, Social and Emotional Mental Health (SEMH), English as an Additional Language (EAL) or other vulnerabilities.

Typical 'flags' such as Pupil Premium, Child In Care, etc. should be at the forefront of our minds when we consider how each student is engaging with school – us and their work. We must lower these barriers to ensure social equity through quality first teaching, SEN strategies, working with learning coaches, technology, etc.

Some students are vulnerable without an external flag, so we also flag students that may not have been picked up in any other category, such as the loss of a parent, neglect, young carers, etc.

Vulnerable students may, or may not develop barriers, just like other flagged students, but we need to be aware and mindful of all these factors when considering interventions to increase their engagement with us and their work.

3 Attending

If our students aren't here at school, we can't really help them as much. This is why we focus on attendance every week during Crew and in community meetings. We use the term, 'Every day at school matters' because statistically, it does! We use our 'attendance mountain' posters in Crew to show the statistical correlation, and how significant taking a week off school can be, getting our students close to their own information.
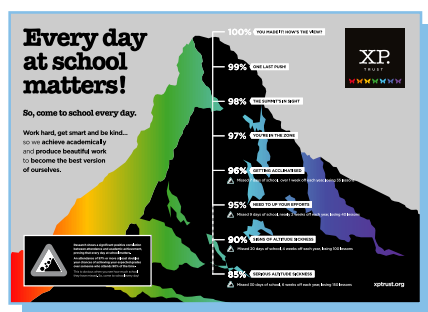
An attendance of 97% or more, at least doubles the chances of achieving expected grades compared with someone who attends 90%[11] of the time.

This is why +97% attendance is the Trust's target for attendance.

4/5/6 Working Hard, Getting Smart, Being Kind

Our Habits of Work and Learning (HoWLs) are tracked in all sessions, including Crew. We talk about what our HoWLs look like every day, and we 'catch students doing good', promoting good behaviours to create a positive culture.

We know when students are not working hard, getting smart or being kind straight away, when they are in front of us, and we normally deal with these issues in class through quality first teaching.

When this becomes more of an issue, Crew Leaders and parents are contacted, in line with our behaviour policy. We record 'deposits' and 'withdrawals' with parents when we report the good and not so good with them, so that we always have a healthy balance, creating strong, respectful relationships.

We prioritise and focus on HoWLs interventions before academic interventions, because:

if students are working hard, getting smart and being kind, it is highly likely that they are achieving good academic progress, and vice versa.

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HoWLs interventions are more timely than academic ones which often come too late.

HoWLs interventions are more socially equitable - they are not related to prior attainment, which is often related to social deprivation.

HoWLs interventions are focused around improving on the HoWLs descriptors e.g. 'Work hard - I participate fully and mindfully in every session', and they usually involve engagement at Crew level. Crew hold each other to account, share their HoWLs information, and have HoWL's 'leagues' to encourage positive peer pressure and healthy competition.

They often include academic work e.g. attending compulsory extended study, or FIX, as many HoWLs interventions include catching up on work not done to the student's best ability. For instance, if a student has not worked fully in a session, they can be expected to catch up with that work in their own time to put things right.

7 Achieving Academically

Only when we have been mindful about the other six priorities, do we consider purely academic interventions, which should be targeted around specific learning targets to ensure the mastery of knowledge and skills.

These interventions are driven in a timely way by expedition teachers, and monitored through subject leads.

We need to keep coming back to the simplest piece of information:

Do we have a concern?

If so, what are we doing about it?

...and is it having an impact

Our common mission at XP is that all students are ready and prepared to be the best versions of themselves. If safety is prioritised, barriers are lowered, children are attending school and forming healthy habits, then academic success can be achievable for all.

Promoting Good Behaviour (CP37)

We have the highest expectations of students at XP in terms of both their behaviour and progress at school. This is underpinned by our Habits of Work and Learning as we expect all of our students to 'Work Hard, Get Smart and Be Kind'. Our ethos at XP is allowing our students to become the best version of themselves, so we focus on this, praising students and catching them being good, allowing their peers to see students model good behaviour.
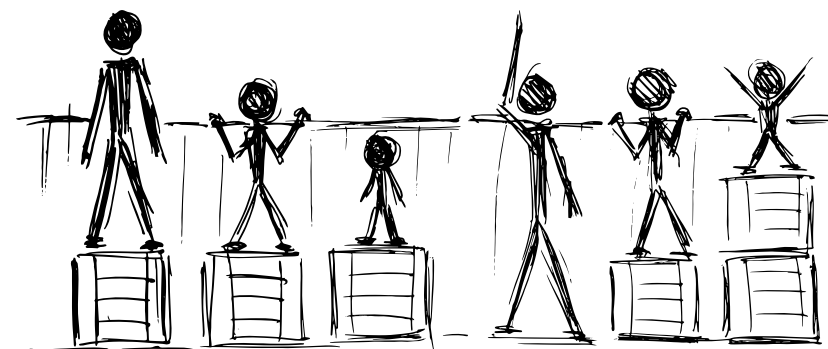
Habits of Work and Learning

The habits of Work Hard, Get Smart and Be Kind, and what they look like at different ages, give us a common language to frame student behaviours, and to facilitate deep reflection on how they can improve their habits in the future. They give us the ability to specifically describe good behaviours and what it looks like. We track Habits of Work and Learning regularly, using rubrics, reflecting and sharing our character growth with our peers, teachers and parents.

Deposits and Rewards

We use the analogy that staff relationships with students and their parents are like bank accounts; the more you invest in good times, the more you have to draw upon when the good times are lean. Deposits could be positive phone calls home, postcards, verbal and recorded praise, public appreciations, and blog posts - anything that shows you care personally about the child. Catching students doing good equates to 'making deposits' with both students and parents, so that when

we have to make a 'withdrawal', both students and parents trust us and are open to listening to us, as we have created a foundation of mutual respect. The more you invest in the relationship with students and parents, when a withdrawal is needed to critique behaviour, it ensures candid conversations and consequences have integrity and impact.

Crew

Crew Leaders have a key role in promoting good behaviours. Crew leaders:

regularly monitor, support and challenge students with their stands, appreciations, apologies and pledges

ensure that internal communication from other members of staff is not just passed on, but acted upon

make regular contact with home for each student and record this in Crew dashboard

write specific and detailed comments for Crew HoWLs Grade Cards on a daily basis, check their Crew is equipped for the day, including dress code and PE and / or other activities

ensure Crew are contributing to whole school community meetings and are appreciating and apologising where appropriate and necessary, keeping a record of this on the Crew dashboard

encourage students to reflect on our Character Traits and HoWLs regularly show and highlight in discussions how academic progress is linked to character growth.

Quality First Teaching

The vast majority of promoting good behaviour and dealing with unacceptable behaviours is done in the classroom by teachers and learning coaches. We use the excellent EL Education book, *"Management in the Active Classroom"* to guide us as to what Quality First teaching looks and feels like.

Our ethos at XP is allowing our students to become the best version of themselves, so we focus on this, proactively praising students and catching them being good, allowing their peers to see students model good behaviour day in, day out.

Staff communication through SOS (School Operating System), parental contact, praise and intervention dashboards, enables discussion of both good and unwanted behaviour amongst their peers.

At XP Trust we have high expectations of all pupils to enable them to become the best version of themselves. Crew is pivotal in promoting good behaviours as well as developing our habits of work and learning which underpin high expectations. Staff actively manage the classroom with an emphasis on promoting good behaviour, whilst privately challenging and exploring unacceptable behaviours. Fundamental in promoting good behaviour is the sharing of positive behaviours with parents and carers through deposits and rewards.

Restorative Practices (CP38)

We use restorative approaches within XP Trust to enable all our children to feel safe and engage in the problem solving process for behaviour issues.

"Human beings are happier, more cooperative and productive, and more likely to make positive changes in their behaviour when those in positions of authority do things with them, rather than to them or for them."

Restorative Practice enables the building, maintaining and repairing of relationships. The philosophy embodies a set of values and principles and a way of working with people that provides a common language approach which enables the practice to be taught. At XP, Restorative Practice is immersed in all that we do.

Within the XP Trust we practise the 4 most common strategies promoted by the International Institute of Restorative Practice.

Affective Statements

The term 'affective statement' is just another way of saying 'expressing your feelings'. Affective statements help you build a relationship based on students' new image of you as someone who cares and has feelings, rather than as a distinct authority figure. Affective statements can be used with positive and negative behaviour.

Positive:

"I feel happy when…"

"I'm so proud of you…"

Negative:

"I am frustrated…"

"It makes me uncomfortable…"

"I feel sad when…"

For example, a typical response would be to say *"Stop teasing Sarah!"*. Using affective statements, you would rephrase and say *"It makes me feel uncomfortable when I hear you teasing Sarah."*

Affective Questions

Affective questions prompt the individual to think about his or her behaviour, how it impacted others, and what can be done to repair the harm and restore relationships (IIRP, 2010) Affective questions help to elicit what a student is thinking and feeling and therefore many of their responses will be affective statements. Using affective questions allows the adult to become the facilitator rather than just the disciplinarian. Affective questions frame a conversation that a student's behaviours (actions) are choices that impact relationships. As a result, instead of 'being punished', the students are given the chance to explain themselves and their actions. The student is then held accountable by taking actions that repair the harm that they have caused. These actions strengthen the community in our Crews.

Affective questions are:

What happened? What were you thinking about at the time? What are your thoughts since? Who has been affected by what you did, in what way? What do you think needs to happen next?

Fair Process

The 3 core elements for Fair process are:

Engagement - involving students in decisions that affect them by listening to their views and genuinely taking their opinions into account.

Explanation - explaining the reasoning behind a decision to everyone who has been involved and affected by it.

Expectation clarity - making sure that everyone understands a decision and what is expected of them in the future.

Reactive Circles

There are times in our Schools when negative actions happen. At XP, just like in Crew, we circle up with all involved and work through the Affective Questions, using Affective Statements and ensuring Fair Process is followed. This ensures that students are happier, more cooperative and productive, and more likely to make positive changes in their behaviour because school staff do things with them, rather than to them or for them.

Restorative Practice is a fundamental part of the way we empower students to take responsibility for their behaviours. Giving students the tools to take ownership of their actions ensures they are prepared to be accountable and engage in the decision making process in order to develop positive relationships.

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How we SEND: Special Educational Needs and Disability (CP39)

Equity is the driver for our practices for all students in XP Trust. ALL learning experiences for ALL students are designed to enable ALL to achieve success, to encourage tolerance for others and to establish attitudes of responsibility, thereby enabling all students within the community to grow into well-adjusted adults and active members of society.

Inclusion and SEND embraces the notion that a student has a potential disadvantage to their development to that of their peers due to educational, physical, social, emotional, or sensory difficulties. Inclusion is about more than students with SEND. Inclusion is about all students.

We are all 'teachers of SEND'. It is our statutory duty to follow the policies and procedures as outlined in the SEND Code of Practice (2015).

We ensure all our staff are fully aware of the four broad areas of need:

· Cognition and learning

· Speech language and communication

· Social emotional and mental health

· Physical and/or medical

It is everyone's aim to:

Ensure that SEND students take as full a part as possible in school activities.

Ensure all students follow a broad and balanced curriculum through Quality First Teaching with adaptive instruction, as required.

Recognise the importance of the role of parents and carers by keeping them fully informed of their child's progress and valuing information sharing.

Recognise the importance of monitoring/recording student's information and involving external professionals where needed.

Education and Health Care Plan (EHCP) students and other SEND students all have varied needs and different strategies work for different students.

However, we have identified 5 core SEND Learning Strategies that should be used with all students with SEND:

· Use of Technology

· Flexible groupings

· Metacognition strategies

· Explicit instruction

· Scaffolding

When we get this right, ALL students produce high quality work.

Our culture at XP is that SEND is everyone's responsibility and inclusion encompasses all students. Our common mission is that all children feel empowered to access the curriculum and achieve their goals through varied strategies, which are regularly reviewed with them and parents, to meet their equitable needs.

Leading Our Own Learning

Assessment (CP40)

We empower our students to know their own learning destination.

Their Learning expectation should not be a mystery for anyone. The XP Assessment process places the information as close to the student as possible. So the student, supported by Crew, can answer the question *'Am I moving towards where I need to be?'*

Assessment gives our students, their teachers and families accurate, detailed, and clear feedback on the quality of their learning based upon multiple types of assessments. Students are required and supported to reflect frequently upon their work and articulate that self-assessment during daily sessions, in celebrations of learning, presentations of learning and at their student-led conferences. One of our main goals is to ensure that all our students are university ready. Accordingly, our approach to assessment is to ensure that our students know what they can do, what they need to do specifically to improve, and what further steps they need to take in order to achieve success. Students' will be given a minimum expected attainment standard based upon their prior attainment in their prior Key Stage.

Grading and Minimum Expectations (MEs)

Within the XP Trust we use a 4 grade assessment system:

4 = Excellence   3 = Secure   2 = Developing   1 = Beginning

Every student in the XP Trust is assigned a Minimum Expectation (ME), apart from children in Early Years. This is based on their prior Key Stage attainment. Our MEs are highly aspirational, if a student achieves their ME in their exit assessments, then their progress would be above national averages. MEs are used to ensure that all learners are challenged in their daily learning activities. These simple and stable expectations also ensure all stakeholders including parents understand where their children 'should' be at to achieve their expected potential at the end of every Key Stage. In Primary, students will achieve 'Orange Standard, Gold Standard or Green standard' in their sessions according to their achievement against daily learning targets and rubrics.

Assessing student's work

The student's mastery of learning targets is reflected relative to our 4-point scale. To help us report mastery of learning targets accurately we have included a subdivision (at secondary) within each grade (e.g. 1.5, 2.5, 3.5).

These grades for the Long-term Learning Targets are then combined with appropriate weighting and professional judgement to give an overall AP grade (academic performance) for each discipline.

Secondary		Primary	
Excellence: The work shows excellence in understanding and quality. If a student were to continue working at this standard they would expect to go on to achieve a Grade 7-9 at GCSE.	4.0	**Excellence:** There are gaps in understanding or quality and the work falls below standard expectations. If a student were to continue working at this standard they would expect to go on to achieve a Grade 1- 3 at GCSE.
Secure: The work shows a comprehensive understanding and quality. If a student were to continue working at this standard they would expect to go on to achieve a Grade 5-6 at GCSE.	2.5+	**Secure:** The work shows comprehensive understanding and quality. If a student were to continue working at this standard they would expect to go on to achieve 'Age Related Expectations' at the end of KS1 and KS2.	3.0
Developing: The work shows an increasingly comprehensive understanding and quality that may not be completely secure. If a student were to continue working at this standard they would expect to go on to achieve Grade 4 at GCSE.	2.0	**Developing:** The work shows an increasingly comprehensive understanding and quality that may not be completely secure. If a student were to continue working at this standard they would expect to go on to achieve 'Working Towards National Expectations' at the end of KS1 and KS2	2.0
Beginning: There are gaps in understanding or quality and the work falls below standard expectations. If a student were to continue working at this standard they would expect to go on to achieve a Grade 1- 3 at GCSE.	1.0	**Beginning:** There are significant gaps in understanding or quality and the work is well below age related standards. If a student were to continue working at this standard they would expect to be worming below national expectations at the end of KS1 and KS2.	1.0

Rubrics[8]

Where a judgement for assessment is qualitative, a rubric is provided which outlines the expected standard of work to attain at a level of beginning, developing, secure or excellence. Students have access to these rubrics throughout the assessment. As such rubrics are used as a way to help students to lead their own learning.

Beginning	Developing	Secure	Excellence

Learning Targets[9]

The process of learning shouldn't be a mystery to students. Learning targets are student friendly goals beginning with the stem 'I can'. Learning Targets provide learners with concrete statements that they can understand and work toward.

Learning targets transfer ownership from the teacher to the student. Learning targets are written for, and owned by children. The child is the main driver in assessing and improving his or her learning.

Each Expedition has a series of Learning Targets. Students are helped towards mastery of these learning targets which may be met over the course of one session or a number of days. These learning targets are carefully aligned with standards from the National Curriculum. Meeting these learning targets will simultaneously help students to answer the guiding question for that expedition, ensure that they develop academically and that they make appropriate progress in their learning. By tracking and assessing student's learning against these targets we are able to support and intervene where appropriate to ensure that every learner is fulfilling their potential and making better than expected progress.

Interventions during an Expedition

During an expedition, staff will meet regularly to discuss student progress. If a student's learning becomes a concern against their ME then there is a range of interventions which staff, student and if required parent can engage in; JOLT (Jumping of Learning Targets), FIX (Formal Interventions at XP) and Red Box Work (guided work with targeted groups).

Through our transparent Assessment process, our students have the baseline, target and ongoing information to lead their own learning. By demystifying the process our students can not only navigate their own learning pathway but also support and challenge their peers.

[8] See CP14.
[9] See CP10.

Information Analysis (CP41)

We will only collect information about children that will have a positive impact on them, or must have for external stakeholders. We simplify this process to focus on;

are our children doing as expected?

If not, what are we doing about it?

...and is it having an impact?

When presenting information to different audiences and stakeholders, we ask;

what do they need to see?

how is this going to impact positively on our children?

At XP Trust we understand the importance of different information, in terms of our narrative for success. Are our students:

1 **Safe...?**

2 **Engaging with us...?**

3 **Attending...?**

4 **Working hard...?**

5 **Getting smart...?**

6 **Being kind...?**

7 **Achieving academically...?**

We know our interventions have to be in this order to have the most effective and equitable effect. We also know that the closer we get our students to the information, it empowers them to make the changes they need to succeed. We must identify the information that can be sensitively shared with students and allow them to reflect and see their narrative. We know that some information needs to be kept private, or at least not shared widely as it may have a negative impact. Our staff need to understand not only why they are recording information in a timely manner, but also the impact this will have on our students, through their timely interventions.

We need to keep coming back to the simplest piece of information:

1 **Do we have a concern?**

2 **If so, what are we doing about it?**

3 **...and is it having an impact?**

Academic Performance

Academic Performance is calculated by subtracting the student's Minimum Expectation from the Teacher Assessed Attainment. AP is the indicator to show us whether a student is progressing as expected, or not.

If their AP is less than their ME, the teacher is indicating they need interventions. If their AP is the same or more than their ME, then the student is achieving what is expected of them.

The Attainment is not:

- what they would get if they sat an exam now
- a 'working at' level where you expect them to attain more grades in time, because they've covered more.

The Attainment is:

- what you think they will get at GCSE at KS4,
- or, if they have worked to their ME at KS3,
- or, what you think they will get in their SATS at KS1 / KS2

Information Analysis - reporting to parents

There are two fundamental practices when communicating with parents:

1 No alarms and no surprises - parents do not want a report to drop on their lap showing for the first time that their child is underperforming. We must be in touch with our parents to give them a soft landing and maintain positive relationships. Before we press 'send', are we going to get an angry phone call or email? Be proactive and talk mindfully with our parents and they will support us in supporting their child.

2 A red indicates a serious concern (where parents must be involved in the intervention), and an orange indicates a concern (where parents must be aware of the intervention) - are these in place, or do they not actually mean a concern? Will parents get a red in a report but not understand why nothing is being done about it?

The Information Analysis process creates a transparent and simple narrative to empower students and staff to make swift decisions on how to further improve.

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Use of Technology (CP42)

At XP, we put the best creative and collaborative technologies in the hands of each of us; students, staff and our community to share our stories with each other, whether this is an unfinished idea or final, beautiful work.

The best technology is:

Fast	**Creative**
Simple	**Professional quality**
Collaborative	**Reliable!**

Our technology empowers our community to move their ideas through critique to professional finished products as fast and as simple as possible.

We share our beautiful work safely with others through media such as our school websites, social media and shareable digital products such as video, PDF documents and audio files.

Personal devices

Pupils have access to a personal device (currently this is an iPad, keyboard and trackpad case and pencil). At KS3, they are expected to own and look after their device. At KS2 they have the option to own and look after their device or be provided one by school. Below KS2, the school provides devices for our pupils. The Trust provides all the requested software centrally and distributes this to student devices. All appropriate staff are provided with a similar device and a more powerful laptop if required, alongside the software needed.

Learning environments

All schools are provided with:

Fast internet access

Reliable networking

Fast and reliable wifi

Robust and practical firewalls and filtering

The ability to print quickly and safely

Practical telephony

Digital Leaders

A Digital Leaders programme is coordinated by the Trust to ensure we have expertise in all schools, including student leads. Whilst actively promoting an ethos where staff actively grapple with learning technologies, student Digital Leaders provide additional support by training adults on how to use them.

Comms Crew

A Digital Leaders programme is coordinated by the Trust to ensure we have expertise in all schools, including student leads. Whilst actively promoting an ethos where staff actively grapple with learning technologies, student Digital Leaders provide additional support by training adults on how to use them.

Software development

A Digital Leaders programme is coordinated by the Trust to ensure we have expertise in all schools, including student leads. Whilst actively promoting an ethos where staff actively grapple with learning technologies, student Digital Leaders provide additional support by training adults on how to use them.

Impact

Our use of technology underpins the way we share our stories of success with each other in the most impactful way, using the least amount of energy and resources to enable our creativity, expressing who we are through our work and leaving an accessible digital legacy of our beautiful work.

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Who manages all this?

Each classroom will be equipped with a 65" display panel and Apple TV.
If a particular room requires a larger screen e.g. Science room, we will look at this bespoke provision.

Our facilities management team will ensure that everything is working.
Michelle Jones (mjones@xptrust.org) and Gary Brown (gbrown@xptrust.org) will coordinate this work.

School Administrators are responsible for technology in their schools and are the first line of support for IT. If they need assistance they can refer to the IT @ XP Trust learning map and escalate to the appropriate party.

Simon Brown (simon@realsmart.co.uk) is our Chief Technology Officer (CTO), and as the Managing Director of realsmart, he helps strategically with both technology and communications, as well as developing software specifically for the Trust, such as SOS and realsmart learning maps.

All these services are supported expertly and centrally by Mark Cronin, MSC IT Solutions (https://edu.mscits.co.uk). Our supplier of devices and their management, including the Parent Contribution Scheme is we are sync.

Gwyn ap Harri (gapharri@xptrust.org), our CEO is ultimately responsible all technoglogy and has veto. If anyone needs any other software that isn't listed here, please contact Gwyn directly.

Available software

The best collaborative software suite is Google Workspace which provides:

- Docs
- Slides
- Sheets
- Drive
- Sites
- JamBoard
- GMail
- Tasks
- GCal

...and a Google ID for each person to log into various other services.

The best personal creative software is provided by Apple software, such as:

- Garage Band
- iMovie
- Pages
- Keynote
- Numbers
- Photos

The best professional creative software is Adobe Creative Suite, including:

- Photoshop
- Illustrator
- InDesign
- Lightroom
- Premier
- After Effects

We can also provide Apple professional software, such as Logic Pro and Final Cut Pro.

For screen capture and video creation, we can use Loom/ScreenFlow. For project management, we can use Basecamp. For our school Management Information System (MIS) we use SOS - our own bespoke software which is continually being developed. We currently use ParentPay to collect payment from parents, CPOMS to record safeguarding and SEN issues, and Access Education Finance for our accounts. All other systems have been created internally using Google Docs/Sheets/Sites/Slides, etc.

For our curriculum delivery, we use:

- Realsmart Learning Maps - our own bespoke software which is continually being developed
- ClickView - access to 1000's of videos with the ability to repurpose sections and build content around it
- Seneca for secondary schools - revision and repurposable curriculum content
- Schools and subject leads can purchase specialist curriculum content, such as Hegarty Maths, Seneca, etc.

Our websites and user management is provided by realsmart.co.uk

Our student devices are managed by Jamf.

Using our Google ID, we have access to various browser-based apps, such as:

- Miro - a collaborative and interactive whiteboard
- Mural - collaborative graphic organisers
- Loom - screen recording and collaboration
- TasksBoard - a graphical user interface for your Google Tasks
- Padlet - a collaborative pinboard

Student-led Conferences (CP43)

Our students lead their own learning. Student Led Conferences give children the opportunity to share the information that they feel best reflects their learning journey and reflects on this question 'Am I moving towards where I need to be?'. SLC's ensure that they reflect on all the elements of the Narrative for Success.

At least once a year, our students lead a conference expressly for their family and teachers. In these conferences each student shares their portfolio of work and discusses their progress in terms of their academic learning targets and HoWLs. The student facilitates the meeting from start to finish. Student-led conferences are a replacement of the traditional parents' evening.

Student-led conferences put students in charge of sharing information about their progress with their families. Students learn to advocate for themselves; they reflect upon and provide evidence for their progress. The structure builds students' sense of responsibility and accountability for their own learning, and it helps to hone their understanding of what it means to meet learning targets.

Student-led conferences also greatly enhance family engagement. The conference structure builds family members' interest and understanding in what has been happening in the classroom. As such, relationships among students, family members and staff are strengthened.

Student Role

The student is the main player of the student-led conference. Teachers and Crew Leaders guide the students through the conference process and help the students prepare, but the responsibility of conveying information to parents and families rests on the students.

Crew Leader Role

Crew Leaders must arrange with students' parents or carers when to attend the SLC. During the SLC the Crew Leaders role is to support the student firstly by reminding families that the student will do most of the talking and that it is best to save questions for the end.

Crew Leaders let the student speak. Crew Leaders may ask probing questions or direct the student to the agenda, but they do not dominate the conversation. Crew Leaders help the student if the family member is talking too much, and try to redirect the conversation if the family member begins to get upset.

Rubrics

Student Led Conferences are graded against two aspects; Quality of the student's Portfolio and the Quality of the student's presentation.

Student Led Conferences are a fundamental part of students leading their own learning at XP Trust. Student Led Conferences develop confidence in students, allow them to explore their learning and develop their skill of metacognition. Students can reflect on the assessment process, identify areas for improvement and celebrate successes and show pride in their work and progress. Student Led Conferences build positive and strong relationships between students, school and parents.

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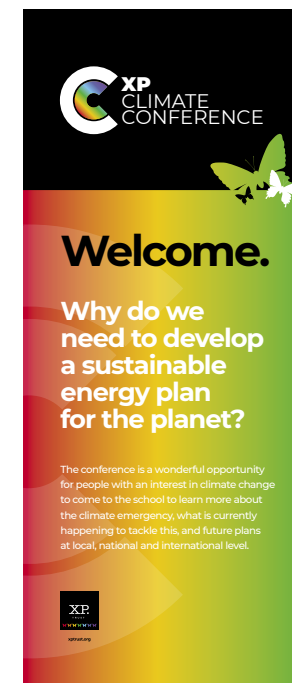
Passage Presentations (CP44)

Passage Presentations are an important rite of passage for students to prove their readiness for GCSE at secondary or their next Key Stage at Primary Schools. They allow time to reflect on their 3 dimensional learning to date and showcase their achievements. Passage Presentations also promote the notion of their 'future self' enhancing the motivation of becoming the best version of themselves.

During Passage presentations, students reflect on their whole portfolio of work to that point in their school career, with specific written reflections on themselves as an artist, scientist, writer and mathematician. Students present evidence of mastery of learning targets and growth in all of the disciplines that they study. These presentations are carried out to an audience of parents, Crew Leaders, governors/directors, local community members, and are themselves assessed on a pass/fail basis. These assessments relate to the quality and integrity of their reflection, the organisation of their portfolio, the quality of their presentation skills and the quality of their written reflection. Where students do not meet the expected standard for their passage presentations, they are required to redo all or part of it as is appropriate.

The aims of Passage Presentations include:

building student investment in high-quality work

honing student oral presentation and critical thinking skills

assessing the skills and knowledge of students

increasing students' accountability concerning character development

providing families and communities with an understanding of the standards, learning goals and Habits of Working and Learning

giving students an opportunity to synthesise their learning and reflect on their progress

requiring students to demonstrate preparedness to advance to the next level of formal schooling.

The role of the Crew Leader

Crew Leaders support and challenge students throughout the Passage process. Crew Leaders share information and data so students can use these as part of their reflection. Crew Leaders support the scheduling of the work the students do by organising Crew Curriculum time, using blog posts to keep students and parents up to date with key dates, ensuring that the passage schedule is followed as closely as follows. Crew Leaders support student who fail to meet the criteria, supporting them in improving their work.

Passage Presentations create a calendared event in which all our students can show and tell their experiences and celebrate their 3 dimensional outcome achievements. It provides a platform for students to celebrate with their parents, teachers and external partners. This experience provides a 'real world' context to their achievements.

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Final Word (CP45)

Final Word is part of our Passage Presentation process and provides students with an opportunity to reflect on their learning , celebrate their achievements, consider how far they have grown their character at the end of their time at their XP School and their readiness to move on to the next phase of their education.

Through Final Word, students:

celebrate their high-quality work and character growth

further hone their oral presentation and critical thinking skills

provide families and communities with an opportunity to honour student success

have an opportunity to synthesise, reflect on and celebrate their learning

demonstrate preparedness to advance to their next destination

graduate from XP with an official reference celebrating your achievements and qualities.

3-dimensional approach
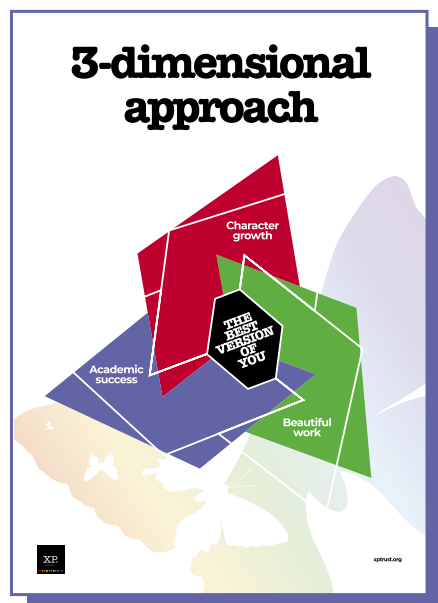
Students build their presentation around our three-dimensional approach at XP:

We grow character

We create beautiful work

We strive for academic success

Crew Leader's role

Crew Leader's support and challenge students throughout the Final Word process. They support the planning process for their students' final word presentations with regular Crew sessions, check ins and scheduling of tasks. Crew Leaders use blog posts to keep parents/carers informed about students' progress. They also contact parents with regards to dates and timings of Final Word Presentations.

The protocol is an example of how Final Word can run to elicit student reflection on character growth, beautiful work and academic achievements.

Example Final Word Protocol

Students have 30 minutes to work through this protocol:

Introduction and welcome

My time at XP

1   How I have grown as a learner?

2   How I have grown as a person?

My future self

3   Where am I going next and how ready am I?

4   Who would I like to thank for their support and why?

Closing statement

Audience feedback

There is no final grading in Final Word: it is an opportunity to celebrate the work that student's are most proud of, how they have grown as a person and how ready they are to make their next steps beyond XP.

The Professional Pathway (CP46)

The Professional Pathway in the XP Trust is a guide and potential route for all staff to become the best version of themselves. It is a supportive and developmental process, in line with our Design practices, to ensure that all staff have the opportunity to move towards where they want to be. In conjunction with the PEP and Trust Engagement calendar, all staff have access to high quality professional engagement opportunities.

Apprenticeships

We are very proud to offer an in house apprentice programme in conjunction with our partner, Doncaster College. We offer three apprenticeships; Teaching and Learning, School Administration and Graphic Design.

Initial Teacher Training

The Trust currently works with many different providers to give potential new recruits varied pathways into the teaching profession. We currently engage with the following qualifications; SCITTs, PGCEs, BAs with QTS and PGCE BATL. Our partnership providers include Sheffield Hallam University, Learners First and Doncaster College.

Induction

All staff within the XP Trust are paid to engage in an 8 week induction process. This process takes the staff member from the Design practices, Being Crew, Expedition Slice, Leading Crew, Leading Learning and Being XP.

Leadership

The Trust believes in growing our own leaders. From stage 6 we encourage our teachers to lead expeditions, to lead cpd sessions in their and Trust schools, they lead visitors from other schools and lead Trust networks. Stage 7 leaders all sit on a Local Governing Committee – developing their understanding of governance, they lead Networks and have the opportunity to visit EL schools. The Trust has created its own Leadership Impactivity Programme designed for all leaders to engage in.

The Professional Pathways route is a vital strategic element for developing leadership skills for all our staff and supporting all our staff to become the best versions of themselves.

Professional pathways

Beginning teaching		Developing teaching	Securing teaching	Excellence in teaching	Developing leadership		Securing leadership		Excellence in leadership	
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6		Stage 7	Stage 8	Stage 9	Stage 10
Learning coach	High-level learning coach	Teacher training	Newly-qualified teacher (NQT)	Teacher	Teacher mentor		Phase leader	Trust instructional leader	Head of school	Executive leadership
School admin	Crew leader	Leader of learning	Recently-qualified teacher (RCT)		Subject leader				Chief finance officer	
		Emotional wellbeing leader			Leader of SEND					
					School business leader					

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Professional Engagement Process (CP47)

XP Trust's Professional Engagement Process (PEP) is a supportive and developmental process, inline with our Design Principles, to ensure that all staff are moving towards where they want to be, by having access to the professional engagement they need to carry out their roles effectively and being able to develop their practice to excellence.
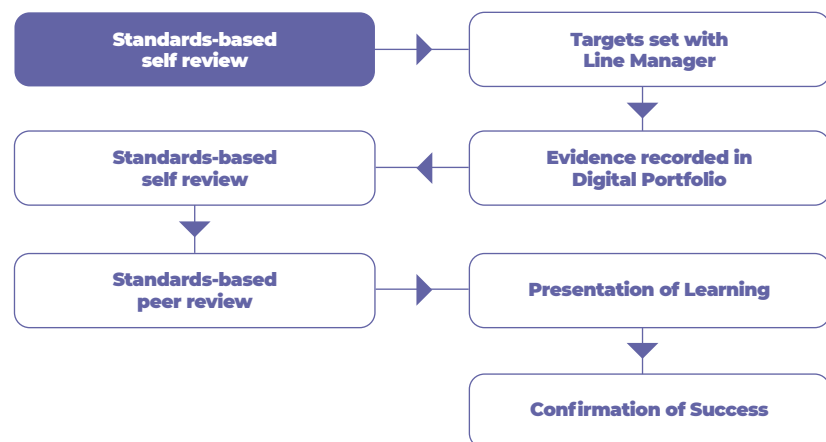
The PEP allows all our staff to be fully engaged in the leadership of their own professional development. This follows a similar structure to an expedition with objectives set, evidence recorded and a celebration of success.

The PEP cycle for teachers will run for twelve months from July to June.

The PEP cycle for non-teaching staff (including Learning Coaches and Teaching Assistants, Admin etc) will run for twelve months from April to March.

These two different cycles are inline with pay periods and ensure the Trust's strategic calendars have time and space for the professional engagement process as defined above.

The PEP cycle can be found below:


```
Standards-based        →    Targets set with
self review                 Line Manager
                                  ↓
Standards-based        ←    Evidence recorded in
self review                 Digital Portfolio
     ↓
Standards-based        →    Presentation of Learning
peer review                       ↓
                            Confirmation of Success
```


Confirmation and Celebration of Success

Within the XP Trust, we expect our staff to keep a digital portfolio of their work during their appraisal period. This includes; a self evaluation against the standards of performance; any evidence from walkthroughs and other XP strategies for improvement and a 360 evaluation of their success from their peers at the end of the appraisal period. All staff will then celebrate their achievements with their peers in a Presentation of Learning event.

This mirrors the expectations we have of our students, and ensures a rigorous process of professional development through public celebration. While these events can be tough, this is what makes them memorable, worth it and ultimately allowing us to become the best versions of ourselves.

Professional Learning (CP48)

Being the best version of yourself, doesn't just apply to our students. Our staff deserve the opportunity to continue their learning. Professional Learning happens when staff take the opportunity to work through the stages of the Professional Pathway and engage in the Professional Engagement Process. Professional Learning across the Trust is tailored to individual, phase, subject, school and Trust wide audiences.

Networks

The Trust runs at least three networks each week. These networks range from key XP elements such as 'Expedition' and 'Crew' to 'Subject Leadership' e.g. Maths and Reading.

Teachers as Learners and Designers

Our curriculum is carefully designed by teachers so that the level of challenge is high and learning experiences are rich. The expeditionary approach to our curriculum delivery ensures that teachers can carefully plan learning experiences that link to making the world a better place, starting with our own community. The culture of learning in our schools is as rich for teachers as it is for young people. There is an investment in, and understanding amongst teachers in our schools, that the learning and acquisition of powerful knowledge, and its alignment with developing social agency, informs our pedagogy and practice. Teachers work collaboratively and hold each other to account, publicly. We plan together which is shared and critiqued across our schools; we develop subject specific expertise which empowers our teachers, demystifies subject exclusivity but recognises subject integrity; we celebrate passion and encourage radical thinking. By creating inspirational learning experiences and opportunities we, in turn, inspire our young people.

Weekly Professional Learning Sessions

In every Trust School, there is a professional learning plan for continued subject / expert knowledge for all teachers and staff. School leaders develop the content of these sessions through their knowledge of their staff's PEP needs, Walkthrough Wonders, Self Assessment and Instructional Work.

Staff Days

We have 10 Staff Days throughout the school year. These are essential days in which the staff from throughout the Trust gather together to develop their knowledge, understanding and application of our Design Principles. Executives and Heads agree the content of these days based on Key Performance Indicators, their Staff PEP needs, etc.

A typical staff days overview:

	Staff Day 1	Staff Day 2	Staff Day 3	Staff Day 4	Staff Day 5	Staff Day 6	Staff Day 7	Staff Day 8	Staff Day 9	Staff Day 10
	Sep	Sep	Nov	Nov	Jan	Jan	Mar	Mar	June	July
Teachers	Crew School KPI	XP Teaching	Exp Planning	Exp Planning	School KPI	Subject Teaching	Exp Planning	Exp Planning	Exp Planning	Exp Planning
Learning Coaches	Crew School KPI	XP Teaching	Exp Planning	LC SEND	School KPI	Subject Teaching	Exp Planning	LC SEND	Exp Planning	LC SEND

Instructional Rounds

Instructional Rounds (IRs) revolve around a small group of teachers visiting sessions in order to observe, enquire, deconstruct and learn from real world classroom scenarios. The group consists of no more than 3/4 adults, and are always accompanied by a trained IR facilitator. The facilitator's role is critical for helping the observing teachers to move beyond leaving a classroom with the feeling of 'what a well behaved class.' Instead, the facilitator poses questions via 'What did you see, hear and feel?', focusing on the intentional and deliberate teacher behaviours that affected the learning. The protocol for conducting IR's can be accessed here.

School to School Instructional Rounds

We offer further learning experiences that allow our staff to deconstruct the great developing practice that we have in place across schools. Whilst in-school instructional rounds allow our adults to learn from practice within their own setting, the school to school IR process enables staff to learn from the practice within other schools from our Trust. Consequently, adults are able to immerse themselves in the culture of our classrooms and corridors, and continue their professional development within environments that are both similar, yet different.

As with the conventional in-school IR process, visiting sessions in other schools is entirely appreciative. The protocol for facilitating School to School IR's can be found here.

XP University (XPU)

All staff have access to XPU. This can range from the licence to study to accessing accredited courses as part of XPU's professional learning programme.

All of the above practices contribute to the continuing professional learning and engagement of all of our staff across the Trust.

Leading High Quality Work (CP49)

At XP the curriculum compels students to produce high-quality work, and the whole school supports, celebrates, and reflects on student work in order to create a culture of excellence. Students take work that is intended for public audiences through multiple drafts and critique. They receive targeted feedback from teachers, experts, and peers based on established criteria.

Creating real work for real audiences motivates students to meet standards and engage in revision. In this process, they develop perseverance and they realise that they can do more than they thought they could.

High-quality work is a reflection and result of the high expectations teachers have for all students. Thus, it is a means to excellence and equity.

Students and teachers analyse models to build a vision of quality. Teachers and school leaders analyse student work samples in professional development to best support students' attainment of quality work and standards.
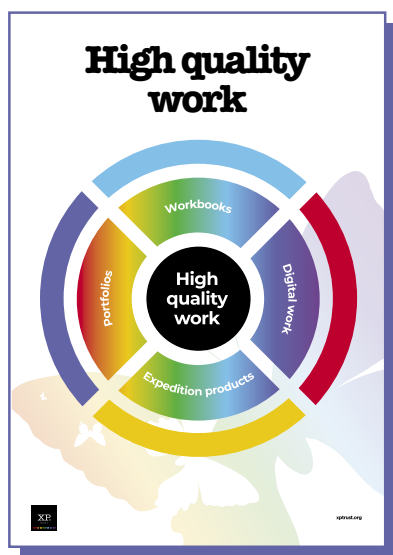
We believe that there are 4 sources of evidence, where students can showcase high quality work

Workbooks, Portfolios, Expedition Products and DIgital Portfolios

Within the XP Trust we use the following Criteria to define 'high quality work'.

These standards have been developed in line with our Design Principles.

Mastery of skills	Work Book	Portfolio	Product	Digital
The work given to pupils is demanding and matches the aims of the curriculum, the session pitch is age appropriate and includes challenge for the more able and support for the lower ability.	X	X	X	X
Teachers' check pupils' understanding systematically, identify misconceptions accurately and provides clear, direct feedback.	X	X		
Students respond to the feedback given by the teacher.	X	X		X
Pupils' work across the curriculum is consistently of high quality including presentation, student's take pride in their workbook, portfolios and products.	X	X	X	X
Teachers use assessment to help pupils embed and use knowledge fluently, or to check understanding and inform teaching	X	X		X
Feedback dialogue reflects the relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.		X		X
High quality student work				
Teachers design tasks that ask the children to apply, analyse, evaluate and create.	X	X		X
Teachers use models of excellence, critique and multiple drafts to ensure work is high quality.	X	X		
Teachers plan work which connects the children to the world through expeditions, ensuring work is purposeful.	X	X	X	X

Completing work to the best of our ability should be recognised, celebrated and made public. High Quality Work, provides us with a powerful common language, clear rubrics and definite steps to ensure that our work is the best that we can produce.

Instructional Teaching Standards (CP50)

Across the XP Trust we have adapted the National Teaching Standards into Habits of Work and Learning for Teachers. We also believe that it is very important that all our staff know the standards and expectations of teaching delivery and work the children produce. We have created a set of Instructional Standards that we use to reflect the impact of teaching, learning and progress.

HoWLs for Teachers

Attend
I maintain high standards of my own attendance and punctuality e.g. booking appointments outside school hours

Work hard
I set high expectations which inspire, motivate and challenge my pupils, through learning targets and developing my children's pride in their work
I promote good progress and outcomes for my pupils by planning and teaching well structured sessions, instilling collaboration and utilising professional feedback when needed
I demonstrate good subject and curriculum knowledge, making accurate assessment and giving specific critique to aid progress
I fulfil my wider professional responsibilities e.g. leading after school clubs, expeditions, managing my workload, supporting staff and working with parents

Be kind
I adapt my teaching to respond to the strengths and needs of all my pupils, including the children on the SEN register
I manage behaviour effectively to ensure a restorative and respectful learning environment

Get smart
I take responsibility for improving my teaching through appropriate professional development, responding to advice and feedback from colleagues
I maintain high standards of ethics and behaviour, within and outside school and as a result uphold public trust in the profession, ensuring my parents are informed at all times through calls, discussions, emails and blogs
I demonstrate professional regard for the ethos, policies and practices of the school including, following Jeff and Toby's Laws, Student Led Conferences, Celebrations of Learning and
I understand and always act within the statutory frameworks which set out my professional duties and responsibilities.

Instructional Standards

Instructional Leads and Heads of School from across the Trust have created the standards below. They aim to support our beliefs of what Quality First Teaching consists of. They can be seen as the main factors for teaching in an XP School. that we can produce.

Instructional Teaching
We pitch to Green Standards / Excellence and scaffold up
Transitions are well managed
All learners are expected to make progress
Additional adults are effective; ensuring that pupils are engaged and committed to learning.
Teachers' check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.
Pupil voice is promoted and leads classroom practice.
Teachers use models of excellence, critique and multiple drafts to ensure work is high quality.
Teachers design tasks that ask the children to apply, analyse, evaluate and create.

Mastery of skills
The work given to students is demanding and matches the aims of the curriculum, the session pitch is age appropriate and includes challenge for the more able and support for the lower ability
Teachers' check students' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.
Students respond to the feedback given by the teacher
Pupils' work across the curriculum is consistently of high quality including presentation, student's take pride in their workbook, portfolios and products
Teachers use assessment to help pupils embed and use knowledge fluently, or to check understanding and inform teaching
Feedback dialogue reflects the relationships among students and staff reflect a positive and respectful culture; pupils are safe and they feel safe

High quality work
Teachers design tasks that ask the children to apply, analyse, evaluate and create.
Teachers use models of excellence, critique and multiple drafts to ensure work is high quality.
Teachers plan work which connects the children to the world through expeditions, ensuring work is purposeful.

Like Information Analysis, we have simplified the process of what we should see in lessons and work samples, for our teaching staff. These standards should not be a mystery, they should permeate through our planning, our delivery and our debriefs. The standards should be seen and evidence in the way we conduct ourselves with students and our peers.

Glossary of terms

Adaptive Teaching – This is the way staff design and develop approaches to meet the specific needs of learners in their classes. This is a key aspect of equity in our schools.

Anchor Texts – The challenging text, or texts, that binds the learning in an expedition.

Assessment for Learning – Assessment for learning strategies are actions that help students improve their understanding and skills at the outset of learning and throughout the process of learning. They provide students with information to help them be successful on assessments of learning.

Assessments of Learning (summative assessments) – Assessments of learning are evaluations given after learning has occurred; they measure student progress and reflect the level of student learning at a particular point in time.

Authentic Audience – An audience beyond the classroom teacher that helps students care about purpose and quality of their work.

Big Ideas – Enduring, conceptual understandings we want students to remember ten years from now. Big ideas are often intentionally repeated over a number of years with students gaining deeper understanding each time.

Case Studies – Case studies are concrete, often local, studies of subtopics within a discipline. They are used to make the major concepts of a discipline or broad topic come alive for students. Ideally they connect students to their local natural or residential community to provide a local window on national or global concepts.

Celebration of Learning (COL) – Celebrations of learning are often held at the end of expeditions to celebrate student work. Parents are expected to attend to support students and act as an authentic audience on such occasions.

Character Traits – Our character traits are our DNA. They are: Courage, Respect, Craftsmanship & Quality, Compassion, and Integrity.

Community Meetings – A meeting of the community that allows students to appreciate each other, apologise and make stands. This is where we reinforce our positive culture.

Craftsmanship – Achieving personal and group excellence through continuous improvement.

Critique – The process used to engage students to consider model examples of student work and use assessment criteria and rubrics to explore how and why the work is of high quality.

Curriculum Overview Maps – Capture the curriculum as a whole and show how we contextualise and connect subject disciplines into powerful learning expeditions, where appropriate.

Curriculum Seams – The three key concepts around which we build our learning expeditions: climate emergency; social justice and; diversity and belonging.

Design Principles – The principles that determine everything we do at XP articulated in a simple sentence: *'At XP we build our community through activism, leadership and equity sharing our stories as we go.'*

Differentiation – Proactively adjusting the process of and resources used for learning (but not the learning targets) to fit each student's readiness, interest, or learning profile. This means, respectful, high-quality work for all, but with different modes of support toward this goal.

Equity Maps – These are used to record, track and monitor equity of experiences for students in each year group in all our schools.

Exhibition – A culminating event in which students display selected work in a formal way.

Experts – People skilled in a particular field of study. Teachers utilise experts to support authentic research, critique student work, model, and provide guidance in expedition development.

Fieldwork – Field research done by students. In fieldwork, students are active researchers and not passive observers of a prepared experience.

Final Word – Formal presentations that students complete in Year 11 before they leave the school focussing on how they have grown as both a learner and a person during their time at XP.

Guiding Questions – Open-ended essential questions that synthesise the 'so what' of the topic students are studying and link all elements of a learning expedition or unit of study.

Habits of Work and Learning (HoWLs) – These habits support students' academic success and reflect the values of the school. Our habits are: work hard, get smart and be kind.

Immersion – Intensive experiences at the beginning of a learning expedition or unit of study that generate curiosity and excitement about the topic and build background knowledge.

Jeff's Law – The process used to ensure that the key components of a learning expedition are in place before the expedition starts.

Learning Expeditions – The signature curricular structure in Expeditionary Learning schools from the US upon which we have modelled our curriculum and that make content standards come alive for students. They are interdisciplinary studies, usually lasting between 6-12 weeks.

Learning targets – Goals or objectives for lessons, projects and courses, derived from National Curriculum standards and curriculum maps, to assess growth. They are written in concrete, student-friendly language, shared with students, posted in the classroom, and tracked carefully by students and teachers during the process of learning. Long-term learning targets express the intended student learning for the entire learning expedition, project or grading term. Supporting learning targets are small-scale targets that guide instruction and scaffold toward the long-term targets.

Narratives – The story of the learning expedition co-created by staff before the start of the expedition.

Powerful Knowledge – Knowledge acquired by students that is then used to affect positive social change.

Presentation of Learning (POL) – Presentations of Learning are similar to celebrations but have a more specific focus on students specifically explaining the Learning Targets that they have mastered during an expedition.

Often students will present their work and explain the depth of learning they have achieved by successfully completing a learning expedition. Once again, attendance by parents is an expectation.

Products – Student products are the tangible results of projects. Formats include things like: scientific reports, field guides, blueprints, business plans, anthologies of writing, architectural models, or instructional posters. Their primary purpose is to motivate students to learn important material, demonstrate what they know, improve their craftsmanship, contribute to their community, and build habits of work and learning.

Progress Maps – Outline the key concepts, knowledge, skills, understanding and habits in each subject discipline that students require to build their learning.

Project – Projects are a core structure for learning essential skills and content. Projects are composed of a sequence of thoughtfully-planned lessons and experiences. They address important questions, often have a genuine purpose, and drive student motivation to learn. They generally last from 2–6 weeks and result in student products or performances. High quality work is supported through the use of exemplars and models, multiple drafts or rehearsals, and peer and expert critique.

Minimum Expectations (MEs) – These are the expectations, based on prior attainment, that students work towards in their academic work. If students do not meet their ME's in assessments they are expected to revisit them until they do achieve the expected standard.

Rubrics – Rubrics are used to assess students' progress against their Minimum Expectations (ME's) in each subject discipline across learning expeditions.

Schema – Schema are bodies of connected knowledge that are organised in the brain by experience or subject. Cognitive science indicates that the more connections we can make between and within schema, the more deeply routed knowledge and learning will become. When acquiring new knowledge and skills, these are assimilated into existing schema, which is why it is important to connect new learning to prior learning and to make explicit connections between topics, texts, targets and tasks within and across disciplines.

Standards – The National Curriculum standards students will meet in the course of their expeditions.

Standards Maps – Allow teachers to track engagement with specific standards in each subject discipline.

Student Led Conferences (SLCs) – Parents are invited into school by their son/daughter to discuss their academic progress and character growth. Students explain and discuss their learning by showing parents assessed work from their learning portfolios. Students will focus on the learning targets they have mastered and identify areas for improvement. In addition, students will discuss their progress in relation to our Habits of Work and Learning (HoWLs) of 'Work Hard, Get Smart and Be Kind'.

Subject Statements – Set out the purpose and aim of each subject discipline and how this links to our expeditionary approach.

Toby's Law – The process followed to ensure culmination, completion and curation of learning expeditions.

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"I have seen many school start-ups over the past 40 years, but I have never witnessed a more remarkable beginning than that of XP."

Ron Berger
EL Education
(USA)

XP Trust
Middle Bank I Doncaster I DN4 5NG
01302 898792 I info@xptrust.org
xptrust.org

XP School	Plover School
xpschool.org	**ploverschool.co.uk**
XP East	Carcroft School
xpeast.org	**carcroftschool.co.uk**
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