XP TRUST
CORE
PRACTICES

CURRICULUM

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"There is more in us than we know. If we can be made to see it, perhaps, for the rest of our lives, we will be unwilling to settle for less."

Kurt Hahn [1]

Foreword

Crew is the cultural heart of XP Trust, built on the foundational principle that...

"We are Crew, not passengers, strengthened by acts of consequential service to others."

This principle permeates every aspect of our community, starting with our staff. The ethos of mutual support and shared challenge is modelled first and foremost in Staff Crew, ensuring that adults live the same values we expect of our students.

For students, Crew is the central structure where they develop a strong, trusting relationship with an adult advisor - their Crew Leader - and a small group of peers. This structure is designed to support students academically, socially, and emotionally. It is a safe space where they can show both their strengths and vulnerabilities, and where diversity and belonging are intentionally cultivated. We believe our community is made stronger by the unique backgrounds and perspectives of every member, and Crew is the primary vehicle for ensuring every individual feels seen, valued, and respected.

Crew, at XP Trust can be defined in three ways:

Firstly, Crew is a structure. Time is allocated to Crew in each of our schools to build positive relationships and to underpin our Narrative for Success (N4S). This is the space where we build and sustain positive relationships, activate our Character Traits (CTs) and form our Habits of Work and Learning (HoWLs). We support and challenge students to recognise their strengths and work on the areas where they need to improve. This is facilitated through the structure of Crew.

Secondly, Crew is part of our curriculum. Therefore, we sequence, design and plan purposeful experiences during Crew that allow our students to develop their understanding of themselves, each other and the world around them. Again, this is strengthened by reference to our CTs and HoWLs.

Thirdly, Crew is our culture and permeates every aspect of XP schools. Whether this is in formal interactions like Community Meetings or more informal interactions during social times of the day. Also, our culture of Crew is foundational in our Teaching and Learning model. This means that we build

Crew and our positive culture through our expectations and interactions with students in teaching sessions - using opportunities to anchor the learning to the development of character. Once again, this is framed by our CTs and HoWLs.

The Crew literacies that we develop in ourselves and our students enables us to be kind, thoughtful and determined citizens - recognising that we are part of a community that empowers and promotes agency. In short, "Language is our culture, and our culture is Crew."

The purpose of Crew is to build character and cultivate effective Habits of Work and Learning (HoWLs), embedding the three HoWLs: 'Work Hard, Get Smart, Be Kind'. It is also where we activate our five Character Traits: Respect, Courage, Craftsmanship and Quality, Integrity, and Compassion. Through daily rituals like circling up, purposeful activities, and shared challenges, students become active, accountable members of their community.

This sense of community extends beyond our school walls as we actively support and include parents as vital members of the Crew. By fostering a strong partnership between school and home, we create a seamless network of support that champions every learner.

"Language is our culture, and our culture is Crew."

The belief that "when we get Crew right, we get everything right" underpins our entire approach, from professional development to the purposeful design of our school calendar. Ultimately, Crew is about building trusting relationships through shared language and experiences, challenging and supporting all of us - students, staff, and parents - to be ethical human beings who recognise their own value and the collective power of their community.

In Crew, always

Andy Sprakes I Chief Academic Officer I XP Trust

January 2026

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¹ Kurt Hahn - German Educator and founder of Outward Bound and The Duke of Edinburgh's Award (1886-1974)

² For more info about Impactivity, check out **xptrust.org/impactivity**

Impactivity

For this, our first 'proper' Core Practices publication to mark XP's 10th anniversary, we are introducing elements of our systematic leadership methodology, which we call, 'Impactivity'[2].

The strategies you will see manifest in this document are:

The Big Picture - Everything we do, structured hierarchically from our Design Principles to Executive Functions to the more granular 'Why', 'How' and 'What we do'.

Progressive clarity - Some Executive Functions will have one paragraph describing them, others will be split into further hierarchies with a lot of detail, even linking to further resources.

Smoothly unfolding sequences - Being cognisant of the order in which we solve problems improves the impact of what we do and simplifies their explanation.

Start with 'Why' - Rather than stating what we do and sometimes how we do it, we start with why we do things, how we do them and what it looks like when we get things right.

Everything is relational - We relate connections and align functions rather than falsely perceiving concepts as separate or stand alone jigsaw pieces.

Building community	Activism	Leadership	Equity	Sharing Stories
Operations	**Curriculum**	**Performance**	**Wellbeing**	**Strategy**
Finance & Audit Legal Compliance School Administration Human Resources **Facilities** Risk Management Health & Safety Stewardship	**Crew / CTs / HoWLs Expeditions Elevating Beautiful Work** **Curriculum Design, Implementation & Assessment** **Learning Beyond the Classroom (LBtC) Social Equity Careers Enrichment XP Outdoors**	**School Improvement** **Professional Core Practices** **Teaching & Learning** **XP University** Core Practices Digital Leadership Professional Pathways	**Staff Wellbeing** **Safeguarding** **SEND** **Attendance** **Behaviour** **Admissions**	**Governance & Executive Leadership** **Communications** **Technology** **User Guides & Protocols** **Growth** **Partnerships**

Impactivity continues to have deeper and deeper effects on our community as we get older, wiser, more experienced and thankfully more and more simple. Refined, some might say!

Enjoy!

Gwyn ap Harri I Chief Executive Officer I XP Trust

January 2026

Introduction

Purpose

This document outlines our Core Practices, a set of foundational strategies designed to create a consistent, high-quality, and equitable experience for everyone we serve. The purpose of this shared text is to provide a clear and unified vision of excellence that guides our daily work.

You can use this guide as a dynamic tool to plan your approach, self-assess your work, and collaborate effectively with colleagues using a common language. By intentionally embedding these practices into your routine, we can collectively elevate our professional skills and, most importantly, improve outcomes for those we support and serve.

It should be noted that the Curriculum Core Practices is a 'living' document, subject to iterative change and progressive clarity as these practices evolve and are tested in action in our school settings.

The handbook is a reflection of the work that started in 2014, with one school and 7 staff members. In 2025 this handbook represents the result of best practice through collaboration with over 300 staff members, from 8 schools, who are 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'.

Design Principles

Our Design Principles are a set of foundational concepts that shape how we approach the design of our organisation.

They help ensure consistency, coherence, and alignment with our values, goals, and needs. They guide us in making high quality decisions on what we spend our time doing, how these activities relate to our 'big picture', and crucially, they help us focus on one thing at a time, knowing how our detailed, and sometimes, remote work is connected, aligned, impactful and contributing to our community.

We can articulate our Design Principles in one sentence:

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

Building our Community - Our operational functions
What do we do to survive, sustain and thrive?

Activism - Our Curriculum - The things we do (Hand)
How are we actively contributing to building a better world?

Leadership - Our Performance - How we learn to do them (Head)
How are we moving towards where we want to be?

Equity - Our Wellbeing - How we look after each other (Heart)
What do we need to be the best version of ourselves?

Sharing our Stories - Our strategic vision
How are we doing the right things, in the right way, with the right tools?

Our Three Dimensional Approach

We align our work from strategic governance through to staff roles in individual schools. This alignment has our Three Dimensional Approach at its core, of Character Growth (Heart), Beautiful Work (Hand) and Academic Success (Head) applied equally for students, staff, leadership and governance.

We have built the main content of our Core Practices out of the Three Dimensional Approach that is at the cultural heart of everything that we do in our Trust, conveyed through our relentless focus on the culture of Crew.
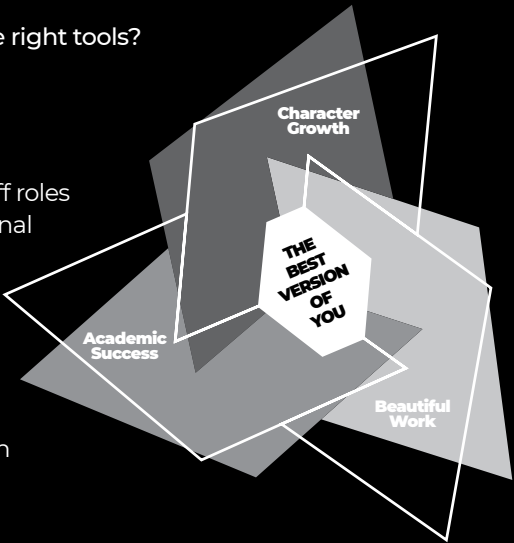
The importance of Crew at XP Trust

The cultural heartbeat of XP is expressed through the concept of Crew.

This concept is pervasive and runs through everything we do from dedicated Crew sessions, through Learning Expeditions, and through the way we enable and amplify 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, and for, 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 and the wider world 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, city, country and world a better place.

Working in this way, with purpose and authenticity, leads to students engaging with learning standards across subjects and developing an investment in, and love of, subjects. For example, our students do not just learn Science and English separately to achieve examination success, they engage in Learning Expeditions that combine, connect and bridge subjects. Our students are making the world a better place by connecting subjects, through Learning Expeditions and 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. We encourage and create the climate for our students to be compassionate citizens: we do this not by 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 strands that we use as a focus for realising our Design Principles through our curriculum.

The thread of facing up to, and actively tackling, injustice runs through our curriculum design process and is indelibly 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.

Our three rich Curriculum Seams are:

Protecting Our Planet
Stewardship of our world

The climate disaster is a real and existential threat so, therefore, 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 to develop the skills to lead this action. Our students make the knowledge they acquire around this seam powerful by actively making a difference to caring for and protecting 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 positive social and cultural change. We want our students to be leaders of this change.

Cultivating 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 which is reflected in our purposeful consideration of diversity and belonging in our design of the curriculum.

The Core Practices that follow are the essential ingredients to ensure that we are able realise our shared noble, common mission; which is 'to ensure that we are preparing our learners for the wider world.'

How to use this book

The Curriculum Core Practices is a living document designed to be used as a resource for guidance, reflection, and as a reminder to ensure we maintain integrity to our model.

To get the most from it, you should use it interactively - to highlight key ideas, pose questions, and evaluate your own understanding and implementation of the Core Practices. Interactive spreads have been added throughout the book for you to annotate the text, ask questions, note your thoughts or add your own insights.

Guiding principles for use

The aim of this book is to be meaningful and practical for you in your work at XP, it provides a tool to connect your practice with the Design Principles related to our curriculum and our distinct pedagogy. In other words, it addresses how we do things and the thinking and design behind them. Staff should study this document to embed our Core Practices into their daily work. You can read it from the beginning or you can dip in for things that you need. We advise you check the contents and see the guide below for the different ways that you can use these practices in the different roles you may assume or adopt. We suggest you always read it with a pencil in your hand, jotting thoughts as you go, and annotating it. This book needs you!

This means actively engaging with the text to resolve questions, courageously acknowledging gaps in knowledge, and translating that awareness into concrete pledges for professional improvement. At XP we foster a culture of inquiry where teachers are learners and designers. Staff are encouraged, therefore, to use this text to seek clarity, voice questions openly, and acknowledge areas for development, leading to firm commitments for enhancing their practice.

To help you with this, the sections below will guide you according to both your role and also your specific needs and aspirations. To use this book well, you should check the areas you feel less confident with, or that need developing. Please note that whilst you should be conversant with all aspects of the Core Practices it would be helpful to focus on the following highlighted areas that are role specific.

For new staff

Your starting point is the Crew Core Practices (CPs). To build a strong conceptual understanding of the purpose and function of Crew, you should focus on the following:

CPs 01, 02, and 05: These will help you build a strong understanding of the purpose of Crew.

CPs 43 to 45: You should also familiarise yourself with these practices to understand key Crew events such as Student-Led Conferences, Passage Presentations, and Final Word Presentations.

To understand the fundamentals of Learning Expeditions, new staff should review Section Two. While the entire section is important, a good starting point is to focus on these key practices, which explain the philosophy and lifecycle of an expedition:

"At XP we foster a culture of inquiry where teachers are learners and designers."

CP10 (Curriculum Seams): This practice explains the core themes that provide purpose for expeditions: Protecting Our Planet, Standing for Social Justice, and Cultivating Diversity and Belonging.

CP11 (Jeff's Law - Readiness to Start): This covers the essential preparations required before an expedition can begin.

CP12 (Leadership of Expeditions): This details the roles and responsibilities necessary to guide a Learning Expedition effectively.

CP21 (Toby's Law - Completing Expeditions): This practice outlines how to successfully conclude an expedition, including reflection and celebration.

For Teachers and Learning Coaches

To develop your professional practice, your starting point is reflection. While you are more experienced in XP there will always be areas that you feel less confident in, or that you need to refresh. Note these in the margins or highlight them. To build a strong conceptual understanding of high-quality teaching and learning, you should focus on the following:

Section Four (Instructional Core Practices): This entire section should be used as a mirror to reflect on your practice, helping you to identify personal development goals and areas of expertise that can be shared with your colleagues.

For Crew Leaders

Your starting point is the Core Practices that define key milestones in a student's journey. To ensure these events are high-quality, you should focus on the following:

CPs 43 to 45: These practices provide essential guidance for preparing students for Student-Led Conferences, Passage Presentations, and Final Word Presentations.

For experienced Crew Leaders seeking to refine their practice, the focus should be on the foundational principles of Crew:

Section 01 (Crew Core Practices): This section is a crucial resource for refocusing on, or refreshing yourself, about the integrity of Crew and strengthening the culture within your Crew.

For Expedition Leads

Your starting point is the section dedicated to Learning Expeditions. To ensure the integrity and successful execution of expeditions, you must focus on the following:

Section 03 (Learning Expeditions): This entire section is a must-read for your role.

CP11 (Jeff's Law - Readiness to start): This practice is critical for ensuring all necessary preparations are in place before launching an expedition.

CP12 (Leadership of Learning Expeditions): This details the leadership responsibilities required to guide an expedition effectively.

CP21 (Toby's Law - Completing Expeditions): This practice outlines the essential steps for successfully concluding an expedition.

For Learning Beyond the Classroom (LBtC) Leads

Your starting point is the section dedicated to LBtC particularly **CP46** which outlines the purpose and structure of this important part of our work at XP. Also, in this section, there are Core Practices that relate to the Duke of Edinburgh Reward scheme that we run in all our secondary schools as well as D6 which is our space for students to access school on a Saturday morning.

For Leaders of the Curriculum
(e.g. Trust Subject Leads/School Faculty Leads)

Your starting point is the Core Practices related to curriculum structure and design. To ensure a coherent and rigorous curriculum, you must focus on the following:

Section 03 (Curriculum Core Practices): This section provides the framework for your role.

CPs 24 and 25: These practices are essential to your planning and implementation work, ensuring the curriculum is both well-structured and effectively delivered.

For staff with responsibilities beyond the classroom

Your starting point is the section on learning experiences that extend beyond the traditional classroom setting. To ensure these opportunities are high-quality, you should focus on the following:

Section 06 (Learning Beyond the Classroom): This section is an invaluable resource and provides essential guidance for your role, particularly for those leading initiatives like the Duke of Edinburgh's Award (DofE).

For Senior Leaders and Headteachers

Your starting point is using the Core Practices to drive professional development and maintain the integrity of the school's educational model. To achieve this, you should focus on the following:

Section 04 (Instructional Core Practices): This must be used as a primary tool to develop coaching frameworks and plan professional learning for your staff.

Section 06 (Learning Beyond the Classroom): This is a key resource for leaders who oversee this area.

All Core Practices: Headteachers are the 'back stop for all Core Practices.' This entire document should be used to frame conversations and turn the school's guiding principles into impactful actions.

In summary, the Core Practices document is far more than a simple how-to manual; it is the essential framework that gives structure and integrity to the educational vision and culture of XP Trust. As stated, the fundamental purpose of the Core Practices is to serve as a 'living document' that bridges the gap between educational theory and daily practice. It provides a shared language and a consistent set of expectations for every member of staff, from a new teacher to the Headteacher. It is designed not to be a static rulebook, but a dynamic tool for guidance, reflection, and continuous improvement, ensuring that the foundational principles of the XP model are embedded in every aspect of school life.

smaps

At XP Trust, as well as using Realsmart Maps (Smaps) as a digital teaching resource we use this technology to collate and curate our Core Practices and our Executive functions.

All of the Core Practices in this publication are linked into Smaps and can be accessed by via this QR code which points to the Core Practices page on the XP Trust website.

xptrust.info/CP

Crew

Crew is the cultural heart of XP Trust, built on the foundational principle that...

"Crew challenges and supports all of us to be ethical human beings who recognise their own value and the value of community."

This principle permeates every aspect of our community, starting with our staff. The ethos of mutual support and shared challenge is modelled first and foremost in Staff Crew, ensuring that adults live the same values we expect of our students.

For students, Crew is the central structure where they develop a strong, trusting relationship with an adult advisor - their Crew Leader - and a small group of peers. This structure is designed to support students academically, socially, and emotionally. It is a safe space where they can show both their strengths and vulnerabilities, and where diversity and belonging are intentionally cultivated. We believe our community is made stronger by the unique backgrounds and perspectives of every member, and Crew is the primary vehicle for ensuring every individual feels seen, valued, and respected.

"We are Crew, not passengers, strengthened by acts of consequential service to others."

Kurt Hahn

The Three Dimensions of Crew at XP Trust

Crew at XP Trust can be defined in three ways:

Firstly, Crew is a structure.

Time in the curriculum is allocated to Crew in each of our schools to build positive relationships and to underpin our Narrative for Success. This is the space where we build and sustain positive relationships, activate our Character Traits and form our Habits of Work and Learning (HoWLs). We support and challenge students to recognise their strengths and work on the areas where they need to improve both academically and socially. This is facilitated through the structure of Crew.

## Secondly, Crew is part of our 'character' curriculum.

Therefore, we sequence, design and plan purposeful experiences during Crew that allow our students to develop their understanding of themselves, each other and the world around them. Aspects of PSHE, Citizenship, RSE, and at secondary schools, Careers and the Duke of Edinburgh Award, are some of the areas of focus for our Crew curriculum. Again, this content and delivery is underpinned and strengthened by reference to our CTs and HoWLs.

Thirdly, Crew is our culture.

Crew is fundamental to all XP schools. Crew begins with Staff Crew, where shared language and intentional actions demonstrate the strength of working together, challenging and supporting each other to achieve our best. Staff Crew is how we embrace, represent and model our culture for our students and the wider community. We cultivate this same spirit in our young people, whether in formal settings like Community Meetings or in less structured interactions throughout the day. Also, our culture of Crew is foundational in our Teaching and Learning model. This means that we build Crew and our positive culture through our expectations language and interactions with students in teaching sessions and we explicitly plan for this - using opportunities to anchor the learning to the development of character. Once again, this is framed by activating our Character Traits and forming our Habits of Work and Learning.

The Crew culture that we develop in ourselves and our students enables us to be kind, thoughtful and socially responsible citizens - recognising that we are part of a community that cultivates diversity and belonging and that empowers and promotes agency.

In short, 'We don't just do Crew, we are Crew.'
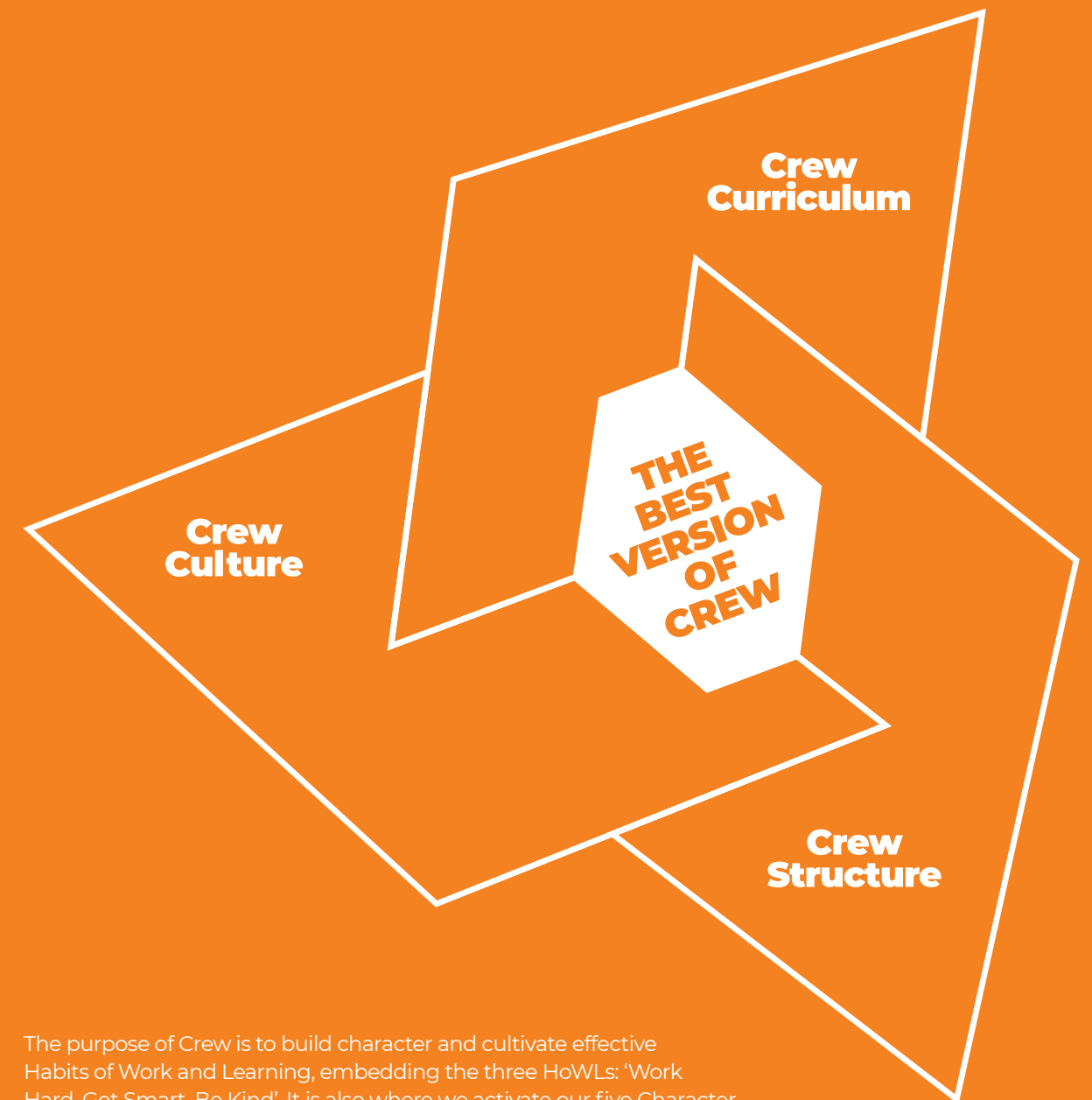
The purpose of Crew is to build character and cultivate effective Habits of Work and Learning, embedding the three HoWLs: 'Work Hard, Get Smart, Be Kind'. It is also where we activate our five Character Traits: Respect, Courage, Craftsmanship and Quality, Integrity, and Compassion. Through daily rituals like circling up, purposeful activities, and shared challenges, students become active, accountable members of their community.

This sense of community extends beyond our school walls as we actively support and include parents as vital members of the Crew. By fostering a strong partnership between school and home, we create a seamless network of support that champions every child.

The belief that **"when we get Crew right, we get everything right"** underpins our entire approach, from professional development to the purposeful design of our school calendar. Ultimately, Crew is about building trusting relationships through shared language and experiences, challenging and supporting all of us - students, staff, and parents - to be ethical human beings who recognise their own value and the collective power of their community.

CP01
Character Traits and Habits of Work and Learning (HoWLs)

Our culture is underpinned, fortified and sustained by our Character Traits and our Habits of Work and Learning.

The Character Traits are a manifestation of the values and attributes we want everyone involved with XP to develop and share, and our HoWLs are the habits, attitudes and behaviours we want our students to acquire and hone during their time at XP so that they are ready for the world beyond school. Language is our culture at XP and it is expressed in a simple and effective way by the promotion and realisation of these two fundamental concepts.

"Language is our culture at XP and our Character Traits and HoWLs serve as both a fundamental basis for the development of this as well as a reminder of what we want to achieve in terms of both academic achievement and character growth in readiness for students successfully contributing to society in the future."

XP Character Traits

We have five Character Traits that we refer to in Crew, in sessions, Community Meetings and in our everyday interactions.

The Character Traits are part of our DNA. We constantly support and hold each other to account in the pursuit of demonstrating and realising these important qualities. We have high expectations of everyone involved in our schools and our Character Traits are an expression of these expectations. We positively find ways to articulate and realise our Character Traits through discussing, modelling and amplifying what each of them looks like, feels like and sounds like. These words are not tokenistic, they are intrinsic to our culture; they are not hollow words but our common language to describe how we actively represent our behaviours and how we positively grow our character. Our Character Traits are:

Respect
· To respect ourselves and others.
· To work with others despite differences or difficulties.
· To show consideration towards other people and our environment.

Courage
· To put ourselves outside our comfort zone to develop and deepen our learning and character.
· To have conviction in our thoughts and feelings and communicate them effectively.
· To endeavour to succeed, even though there is a chance of failure.

Craftsmanship and Quality
· To always strive to create beautiful work.
· To take time and effort to draft, redraft and critique our work.
· To aim for a quality in our work that is indistinguishable from professionals.

Integrity
· To be self-motivated to achieve our best.
· To build resilience, responsibility and a never give up attitude.
· To recognise the reasons for failure and, as a result, enhance our chances for success.

Compassion
· To show understanding, care, love and pride for ourselves and other people.
· To be committed to contributing positively to our community.
· To help others to achieve.

In Community Meetings our Character Traits are used as the point of reference for our staff and students when making appreciations, apologies and stands. Our Character Traits are what we draw on when times are challenging and we need to show what we are made of and what we stand for. We celebrate when students display these traits and we use them as a simple metric for realising and manifesting complex behaviours – in short, our Character Traits express who we are, how we behave and how we care for each other.

Our Character Traits are inextricably linked to, and are synergistic with, our Habits of Work and Learning (HoWLs). Whilst Character Traits express our character through how we conduct ourselves, our HoWLs are the habits we build to allow us to show our best selves.

XP Habits of Work and Learning (HoWLs) [3]

To express and realise the dispositions that we want to cultivate and embed in our students we routinely discuss, celebrate and assess our HoWLs.

Moreover, like our Character Traits, they are simple, clear and compelling concepts that are pre-requisite in achieving both academic success and social and emotional growth. We want our students to be responsible citizens, engaged in acts of service, and for them to be ethical human beings. It is imperative, therefore, that we develop habits in our students that realise this vision. Through embedding our HoWLs we implicitly instil active behaviours that contribute to making themselves better, as well as the community and the world a better place.

All of our schools follow the Habits of Work and Learning: 'Work Hard, Get Smart, Be Kind.'

Schools work to construct criteria, for their context, that challenges and supports students to develop these specific habits.

An example of this is outlined below:

Work hard

- I arrive for each session on time and prepared.
- I participate fully and mindfully in sessions.
- I complete all work in a timely manner to the best of my ability.

Get smart

- I take responsibility for my learning by asking questions and seeking help when needed.
- I assess my work based on established criteria and rubrics.
- I welcome feedback and revise my work.

Be kind

- I communicate politely and kindly.
- I work cooperatively with others.
- I take care of resources and materials and act as a steward of our community.

These HoWLs are at the centre of how we develop culture in our schools. Leaders, teachers and all staff in our schools ensure, for example:

- HoWLs are made visible across our schools;
- They are consistently used in daily Crew sessions for students to reflect on their progress;
- Habits of Work and Learning Targets (HoWLTs) are designed into our Teaching and Learning Model and referred to in connection with developing effective habits of learning;
- They are assessed separately from academic progress so that performance is not just one dimensional.
- Emphasis and importance is equally focussed at XP on character growth and being an ethical and compassionate human being;
- They are at the front and centre of student accountability and reflection in rituals such as: Student Led Conferences, Passage Presentations and Final Word;
- They are celebrated in Crew and more widely in Community Meetings and teaching sessions;
- They are used by staff and students to hold each other to account and support and challenge each other to focus on developing and embedding positive behaviours;
- They are used, alongside Character Traits, as the basis for collaboratively constructing norms around behaviours in Crew, Expedition sessions and wider school and community activities e.g. fieldwork and working with experts;
- They are at the heart of our restorative approaches to promoting positive behaviour;
- They underpin our commitment of service to, and stewardship of, our community.

At XP, we explicitly model, teach and refer to our HoWLs and Character Traits so that we can reinforce the importance of developing and sustaining positive behaviours to ensure that our students make better than expected progress in their learning, create beautiful work that matters and through this develop and grow their character. Language is our culture at XP and our Character Traits and HoWLs serve as both a fundamental basis for the development of this as well as a reminder of what we want to achieve in terms of both academic achievement and character growth in readiness for students successfully contributing to society in the future.

[3] We adopted and adapted our 'HoWLs' from the EL schools Springfield Renaissance School, Massachusetts and King Middle School, Maine in the USA.

CP02
Crew Fundamentals

Crew is central to the positive culture at XP. Our culture is planned for, developed, and sustained through practices that bring the community together, promote shared understanding, 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.

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?

There are a number of core features that exist in Crew sessions that link directly to our 'Narrative for Success'.[4] 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 when '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. Where possible, Crew Leaders and their Crew need to be circled up on the same level so that there is no physical hierarchy. 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 sessions always begin 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 are structured to compel 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, as mentioned previously, is realised through the construct of Crew. It 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 and manifest 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 books, charged devices etc.
   In primary schools, this would include: checking pupils have reading books and PE kit, etc.

4. **There is a check in;**

5. **This is followed by a purposeful 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.

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[4] Our Narrative for Success is expressed simply through the following hierarchical considerations: Are our students safe, engaging, attending, working hard, getting smart, being kind and achieving academically

CP03
Crew Curriculum

The foremost purpose of Crew is to build positive, trusting relationships and to cultivate good Habits of Work and Learning. Therefore, 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!

"Our Crew Curriculum connects to three key tenets: building trusting relationships, activating Character Traits and forming Habits of Work and Learning."

Our Crew curriculum is the means by which we realise our Crew fundamentals, Character Traits and HoWLs and, thereby, our culture.

Our Crew Curriculum connects to three key tenets:

Building trusting relationships

Activating Character Traits

Forming Habits of Work and Learning

Activities and initiatives in Crew must be purposeful and aligned with the above to ensure that we are embedding, activating and shaping our positive culture.

Crew curriculum, in most schools, follows a set pattern allowing PSHE/RSE to be delivered, where appropriate, through selected Crew sessions. However, this does not have to be part of a Crew curriculum and can be delivered elsewhere, if appropriate. 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 on the opposite page.
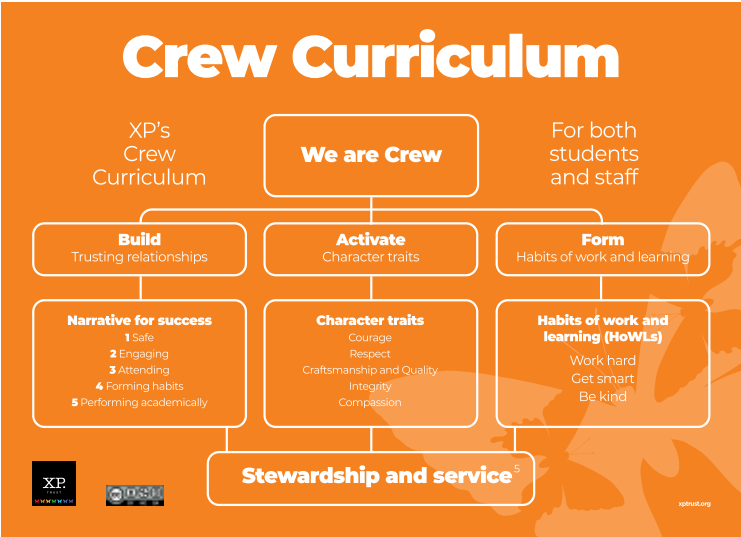
Monday - is an opportunity for students to be reflective as well as active. Everyone in Crew shares their weekend experiences during the Crew check-in and then conduct activities which either focus on giving back to the community through Service Learning (Crew Stewardship) or personal mindfulness. These activities build and sustain trusting relationships and allow students to feel safe and affirm the knowledge that they belong to our community.

Tuesday - Crew has a strong academic focus on 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 personalised reading requirements. This builds courage, resilience and the importance of working hard and getting smart - key skills in being successful in any walk of life.

Wednesday - is a time for students to develop the knowledge, skills and understanding they will need to manage and navigate their lives, both now and in the future, and to keep them healthy, safe and prepare them for life and work in the modern world. It is also a time to focus on specific topics which may link to other areas of our Expeditionary Curriculum. This can provide an opportunity for statutory elements of PSHE/RSE to be delivered. Again, an environment for building trusting relationships and elevating our Character Traits such as respect, integrity and compassion.

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, Student Led Conferences or Final Word [6]. Crew Leaders monitor portfolio progress and assess student readiness for presentations. The focus on developing our Habits of Work and Learning are evident in these sessions. We take time and care to consider what working hard, getting smart and being kind looks like, sounds like and feels like. Students support and challenge each other, showing integrity and respect.

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. A Community Meeting may take place at this time - with students stepping forward and standing up for our shared culture through 'apologies, appreciations and stands which are built around activating, forming and strengthening our Character Traits and HoWLs.

Many schools, particularly at primary, 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, our 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 which connects viscerally to our Narrative For Success.

Another key feature of our Crew curriculum is service and stewardship. Crew time 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 through running a series of events throughout the year. The end of each Crew session always finishes after the debrief activity with stewardship of the Crew space.

Ultimately, the Crew curriculum is primarily concerned with building a positive culture through building strong trusting relationships, developing character and honing good habits. The Crew curriculum must be based around realising these concepts if it is to build community and ensure positive social agency and ethicality of choices in the future.

Insights, reflections, wonders, ideas

CP04
Staff Crew

"Student culture will never outpace adult culture in a school."

Ron Berger
EL Education, USA

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 an imperative in all our schools. This is the reason why staff Crew is of paramount importance in our schools as 'student culture will never outpace adult culture in a school.'

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 and apply this through the work we do with our student Crews as Crew Leaders. Staff Crew, therefore, provides opportunities to learn and embed protocols, as well as reflecting on their impact, and consider how they can be transferred to student Crew.

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...

"When 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 expedition where they work together to explore the meaning and purpose of Crew. Existing staff who have not experienced Outdoor Induction are expected to do this as part of our professional pathway process.

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. In these sessions protocols such as the importance of debriefing Crew and linking Crew to character growth and academic success are developed and shared.

Staff Days

All Staff Days include a session dedicated to Staff Crew. Even if Crew is not the main focus of a Staff Day the day will always begin with a Staff Crew session.

Meeting Structures

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

XP University (XPU)

Programmes and/or coaching activities 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.

CP05
First Week Back - Introducing and reaffirming Crew

At XP Trust, every year, our First Week Back is always used to either introduce or reaffirm the importance of Crew. Through shared rituals, protocols and practices, strong bonds are created, or re-established, that are the foundation of our culture.

This period of time is used by our staff to build, continue to build, or rebuild positive relationships with their Crew through shared experiences and challenges. 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.'

"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."

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** on 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 connecting these shared experiences and activities directly to our Habits of Work and Learning and our Character Traits.

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

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.

Some selected examples of First Week Back activities and their purpose are listed below:

In Year 6 students engaged in microadventures exploring the Guiding Question, 'How can we get everyone to the top of the mountain?' and shared the outcomes with parents in a Presentation of Learning.

In Year 7 all students, as a culminating event on the Outward Bound fieldwork with their Crew, presented their answer to the Guiding Question, 'What does it mean to be 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 took place 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.

In Year 11 students reflect on their time at XP and consider how they will use our Crew culture to ensure that they are successful in their final year and ready for their next steps by engaging with the Guiding Question, 'How can I use the rest of my time at XP to become the best version of myself.'

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.

The debrief of activities must link to the Guiding Question and connect explicitly to our Character Traits and HoWLs.

When planned well and with clear purpose, 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.

CP06
Community Meetings

Community Meetings are the anchor for embedding culture and building community at XP. They are constructed to enable student voice and thereby empower students to contribute to, and shape, our culture.

Community Meetings also encourage celebration and reflection on Character Traits and our Habits of Work and Learning. 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. As such, the majority of speaking in a Community should be done by students not adults.

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.

> "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

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

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

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.

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

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.

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

During the Community Meeting

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

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.

After a brief introduction, that may focus on information, a 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 different age groups of students have the opportunity to speak first. This is particularly useful so that older students can model how to contribute to the Community Meeting.

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.

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

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

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.

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 praises 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, Community Meetings are one of the key ways that we build community and share our stories.

Insights, reflections, wonders, ideas

CP07
Student Ambassadors

At XP we are committed to growing character in our students by planning and providing opportunities for them to build their confidence and enhance their oracy skills. 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 our schools and highlight the processes and protocols that are distinctive to our Trust. Students discuss their learning with a range of adults, using examples of their own work and the work of others from Learning Expeditions. Furthermore, students demonstrate high-quality, beautiful work from their books, portfolios, and products, using this curated work as examples.

This opportunity allows them to share information with visitors, lead conference sessions, and generally build public speaking confidence. Every student serves as an ambassador at least once during their time at XP, fostering ownership and pride. As ambassadors, students are expected to answer questions and speak openly, honestly, and eloquently about the school's culture. This programme is a key element in creating a strong sense of community within our schools.

"Being an ambassador allows students to authentically articulate the culture of our schools and highlight the processes and protocols that are distinctive to our Trust."

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 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.

Ambassadors are integral to XP Trust, representing our schools and culture with purpose. Through leading tours, students develop their oracy by clearly articulating their learning and explaining the XP ethos. The role of Student Ambassador empowers students to take ownership of sharing their experiences and knowledge of 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 eloquently. All students are 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.

CP08
Naming Crews at XP Trust

As language is our culture at XP, the selection and agreement of a Crew name is a highly significant event and needs careful and discerning leadership from Crew Leaders.

Whilst Crew Leaders frame and guide this process students must be empowered to feel that they have a strong voice in the process.

Naming Crews provides an opportunity to really delve deeply into our Design Principles, Character Traits and Habits of Work and Learning as well as becoming a reference point back to these as Crews move their way through our schools.

The following Core Practice provides Leaders and Crew Leaders in our schools advice and guidelines on how to engage their students in the consideration, research and selection of Crew names.

Before embarking on the selection process, students need to consider, with Crew Leader guidance, appropriate people who might be worthy of consideration (NB. Crews do not have to be named after 'famous' people or 'celebrities' but people of worth - for example, we have named Crews in the past after educators and members of the local community). Our Design Principles need to underpin any selection, therefore, students need to consider and determine whether whoever they are proposing has a clear link to Activism, and/or Leadership and/or Equity.

> "As language is our culture at XP, the selection and agreement of a Crew name is a highly significant event and needs careful and discerning leadership from Crew Leaders."

Some of the points to consider with students are:

Has the proposed person:

made a significant contribution to making the world a better place, either in their local community or in a wider context, through being a positive agent for social change;

shown leadership, often against the odds and/or popular opinion, to make a positive impact on humanity by tackling social injustice and, as result, they have brought about a legacy of fundamental positive change;

through their actions they have battled for social equity by challenging convention and making a positive difference to society.

In addition, students need to explore and consider the link between the proposed person and our Character Traits:

Respect   Courage   Craftsmanship and Quality   Integrity   Compassion

Finally, Crew names need to be representative of social equity and indicative of our Curriculum seam of 'Cultivating Diversity and Belonging.' As we are educators, we need to consider factors that might not be at the forefront of student minds. They might need sensitive guidance on how to recognise potential association with structural racism, inequity and injustice. We must not allow personal bias to affect our interactions with students, and we must ensure students are considering the whole picture of a person.

For example, If a student wanted to choose a dictator because they showed determined and skilful leadership this would not be appropriate because they would not be aligned with our Character Traits of 'respect and compassion' and would not be representative of our Design Principle 'Equity.' While this is an extreme example, there are other contentious or less obvious or arguable issues around certain people and it is for the Crew Leader to ensure these discussions have taken place. For example, some world leaders and famous people who, whilst supported by sections of society, may be divisive and polarising.

There are many, many positive candidates for Crew names that we don't have to live with contention for five years! We must take our time and help our students consider all angles of a person and especially the times we are living in and the world our children will be living in when they leave school.

Crews must engage in rich and complex discussions about the individuals chosen for study. This involves considering both the immediately obvious figures and those whose voices deserve greater attention. The focus should be broad, encompassing both media-prevalent celebrities and local heroes who have served or are currently serving the community, such as sporting heroes or those dedicated to helping others.

Examples of Crew names that have been selected in the past are:

Crew King   Crew Mandela   Crew Bronte   Crew Nightingale   Crew Curie

The naming of Crew serves as another way to embed our values and Character Traits through reminding ourselves every day of acts of courage, respect, integrity, craftsmanship and compassion. What great conversations we can have with our students about the nature of talent and personal or institutional flaws, about what was deemed acceptable in the past and how this is different now. Naming Crews is another way to reinforce our positive culture of Crew by recognising those who have served others through selfless acts that have made themselves and others better whilst improving the community and the world around them.

CP09
Stewardship

Stewardship is foundational to our design principles and is inextricably linked to the strategic questions: 'What do we need to survive, sustain and thrive?' and 'How are we moving towards where we want to be?'

At XP Trust, our commitment to stewardship ensures that we all have the necessary resources and an environment conducive to high-quality work. Effective stewardship begins with knowing what we possess. This directly impacts the financial health of our schools, as a clear inventory prevents over-ordering, ensures resources are intentionally stored, and guarantees we look after what we have. While specific room or area stewards establish and maintain appropriate protocols and ensure areas are 'degunged' each term, stewardship is a shared responsibility. Every member of staff and all students are expected to leave rooms and areas tidy and fit for purpose, recognizing that we are all stewards of our community. This care for our schools is a visible expression of our culture of compassion. Being a good steward, looking after resources, each other, ourselves, and the environment, is directly connected to our Character Trait of 'Respect' and our commitment to service. Stewardship is where this commitment begins and ends.

In order to promote stewardship effectively across the Trust:

Each school has a Leadership structure led by the Head, with specific zones of the school delegated to the SLT as accountability leads, that ensure each area / room of our schools are appropriate environments for our staff and students to work in.

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

Stewards are expected to regularly check their area and are given time at the end of each term to do a thorough degunge by removing any items that are not needed there so 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.

"How we look after resources, each other, ourselves and the environment is a visceral expression of our culture of compassion. This starts and ends with stewardship."

"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."

Insights, reflections, wonders, ideas

Learning Expeditions

Section
02

"Every expedition is guided by, and reflective of, at least one of three rich Curriculum Seams: Protecting Our Planet, Standing for Social Justice, or Cultivating Diversity and Belonging."

Our curriculum is realised through meticulously designed learning experiences called Learning Expeditions, which aim to help students grow their character, create beautiful work and achieve academic success.

Each Learning Expedition is a comprehensive project, bound together by a narrative that tells the story of the learning and connects different subject disciplines together. Expeditions are standards-based and align with the rigorous subject-specific planning and sequencing that you will encounter in Section 3 of these Core Practices. Expeditions themselves are underpinned by a set of Core Practices that ensure every expedition is purposeful, engaging, and challenging.

To ensure high-quality planning and execution, staff adhere to specific protocols. A process called 'Jeff's Law' serves as a set of benchmarks to ensure an expedition is meticulously planned and ready to deliver. Conversely, 'Toby's Law' is a process that ensures the successful completion, culmination, and curation of every expedition. Furthermore, Expeditions must include authentic, real-world learning by incorporating fieldwork and/or engagement with experts. Students also participate in Service Learning, where their work is directly connected to selfless acts that improve the community and have a lasting legacy.

Every expedition is guided by, and reflective of, at least one of three rich Curriculum Seams: Protecting Our Planet, Standing for Social Justice, or Cultivating Diversity and Belonging.
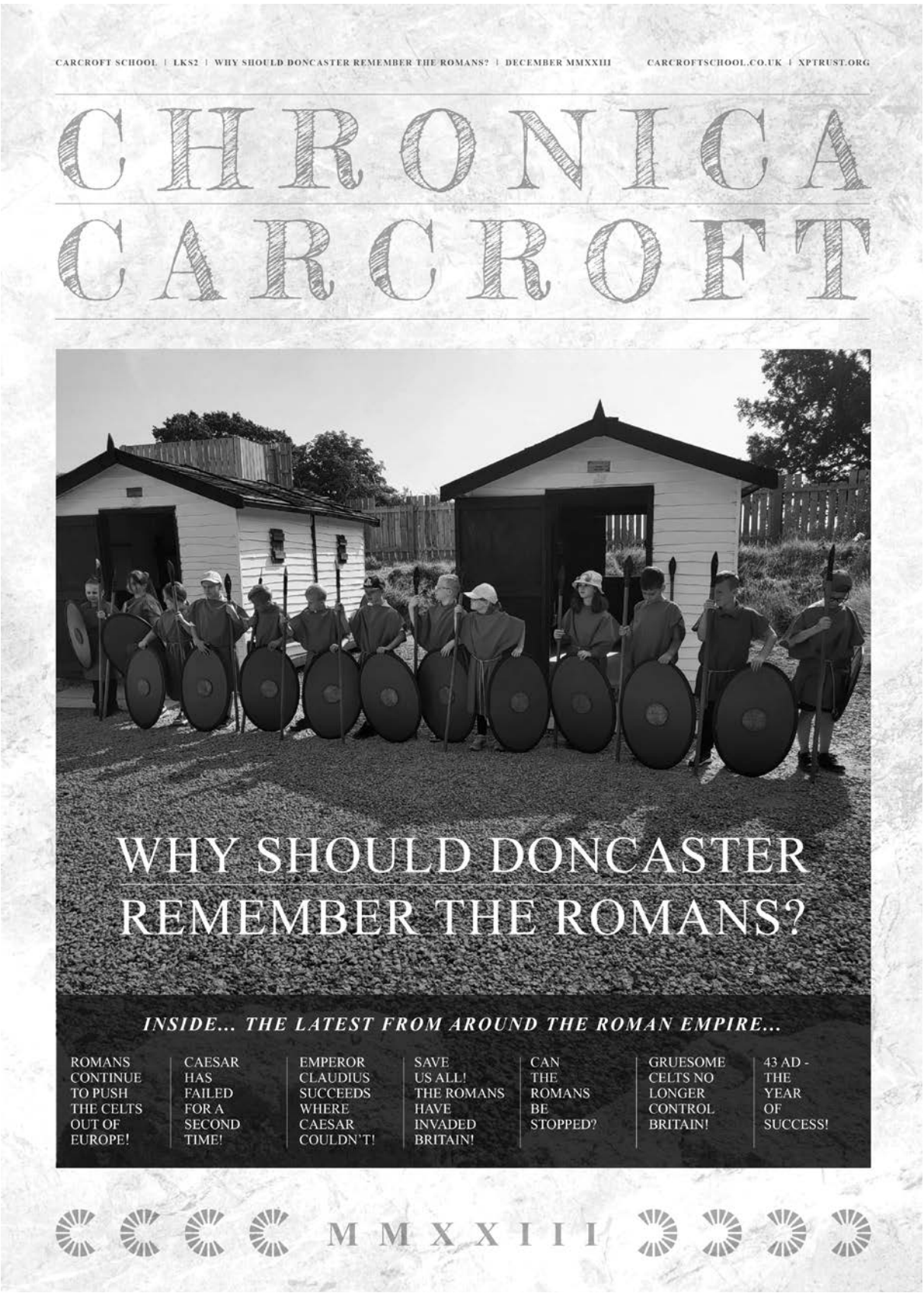
"A provocative, open-ended Guiding Question drives and deepens the learning throughout the Learning Expedition."

In summary, Learning Expeditions are formed by several key components:

A provocative, open-ended Guiding Question drives and deepens the learning throughout the Learning Expedition.

This is supported by a challenging Anchor Text (or texts) that binds subject disciplines together;

Each expedition begins with an immersive experience intended to compel their curiosity;

The learning itself is structured into specific Case Studies, which are component parts designed to help students acquire knowledge and skills from across different subjects;

Through these studies, students work towards mastering specific, Long Term Learning Targets that are aligned with academic standards;

Students work with experts and/or work purposefully in the field to enhance their learning;

Each expedition culminates with a Presentation of Learning that showcases student learning and the Guiding Question;

Students use their acquired skills and knowledge to create a Final Product that has purpose and agency beyond the classroom.

The following Core Practices outline in more detail the purpose and processes we use to ensure Learning Expeditions are high quality learning experiences for students that align fundamentally with our three-dimensional approach to the curriculum.

"Students use their acquired skills and knowledge to create a Final Product that has purpose and agency beyond the classroom."

CP10
Curriculum Seams

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 Curriculum Seams are:

Protecting Our Planet
Stewardship of our world

The climate disaster is a real and existential threat so, accordingly, 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 to develop the skills to lead this action. Our students make the knowledge they acquire around this seam powerful by actively making a difference to caring for and protecting 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 positive social and cultural change. We want our students to be leaders of this change.

Cultivating 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 which is reflected in our purposeful consideration of diversity and belonging in our design of the curriculum.

FIGHT FOR YOUR RIGHTS
HOW CAN ONE MOMENT INFLUENCE OUR FUTURE?

A Learning Expedition by the Year 5 and 6 students at Norton Junior School

"Through using our Curriculum Seams as a cornerstone for planning our expeditions, we ensure that we are building character and, as a consequence, making the world and our communities better places."

Our curriculum is also centred around the concept of stewardship and service. 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 out, by looking around us and by looking inwards.

Through using the Curriculum Seams as a cornerstone for planning our expeditions, we ensure that we are building character and, as a consequence, making the world and our communities better places, as well as ourselves and each other better human beings.

CP11
Jeff's Law: Readiness to start Learning Expeditions

Teachers are not typically trained to manage projects. Therefore, we developed Jeff's Law as a set of benchmarks and deliverables 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 completion 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 an expedition. Whole School Expedition Leads set deadlines for Jeff's Law and check that work has been completed to a high quality.

The process of Jeff's Law is simple, straightforward and highly effective. 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 Learning 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 yourself, first**.

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

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

1 **who** is leading the expedition;

2 **what** the intent of the expedition is;

3 **how** the expedition will be realised;

4 **what** it will look like at the end;

5 **at pre-planning stage,** and throughout, the degree of support/input from Comms.

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

1 **they are at risk** of not engaging with Standards and Long Term Learning Targets deeply or comprehensively;

2 **they are at risk** of not meeting deadlines;

3 **they are at risk** of not completing products;

4 **they are at risk** of not culminating expeditions effectively.

Insights, reflections, wonders, ideas

CP12
Leadership of Learning Expeditions

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 and meets with the team through the planning and delivery of the expedition to ensure successful completion, culmination and curation.

Throughout the process below, staff who lead expeditions in their schools will be supported and held to account through regular check-ins with the school's Whole School Expedition Lead and other leaders where appropriate. Basecamps are set up for each expedition and are the means by which all communication and organisation regarding an expedition takes place. This ensures that there is clarity of communication and that actions agreed are all in one place and easily accessible.

Leading a Learning Expedition in the pre-planning stage

Smaps[7] 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 curriculum documentation to determine where there may be areas that need to be engaged with through either omission or re-addressed and revisited in more depth. Curriculum documentation and Toby's Law documents 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 a Learning Expedition in the planning stage

As mentioned above, 'Smaps' and 'Basecamps' are used to project management the expedition as well as providing a place where session plans and resources are held and are easily accessed. 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 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 the work public and therefore enhances the quality of our work and increases accountability.

"Planning and leading Learning Expeditions is tightly structured so that they are purposeful, engaging and challenging."

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

1 **An expedition planner/schedule** is co-designed and co-constructed with the Expedition Team including any back filling of content delivery.

2 **Overview -** An overview is created which is reviewed throughout 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 **The Smap is designed and ready to allow students and parents** 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, consider deliverables and manage the expedition effectively.

6 **Basecamps are used to monitor progress** of Learning Expeditions and are 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 including sharing the ongoing story of the expedition through blogs. 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[8]. The Expedition Lead ensures that: all assessments have been completed; portfolios,/books 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, in the most impactful expeditions, in 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.

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[7]   Realsmart Learning Maps (Smaps) are used across our Trust.

[8]   See CP21: Toby's Law.

CP13
Designing Learning Targets for Learning Expeditions

Each Learning 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[9]/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 curriculum documentation for each subject and link sequentially and progressively to the identified key knowledge, skills and habits articulated in Planning for Progress Maps[10]. 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. Trust Subject Leads have the responsibility to sequence Learning Targets for their subjects and they can be accessed by other staff through curriculum documentation. Learning Targets are collaboratively planned and shared with subject teams who then use these in the planning process for Learning Expeditions. This ensures that the subject integrity of Learning Targets is sustained through the design and implementation of cross-discipline Learning Expeditions.
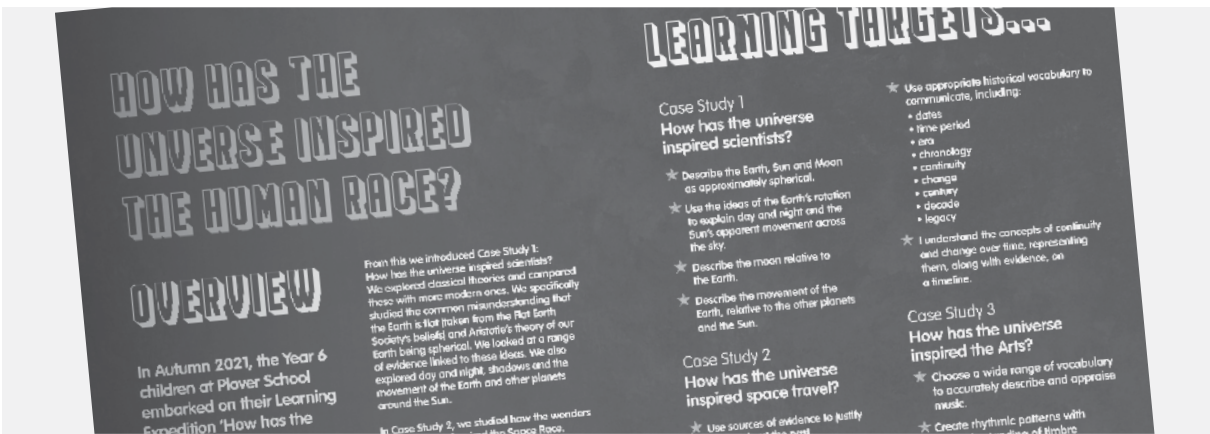
> "Our curriculum is standards-based so Learning Targets need to be well crafted and sequenced according to subject documentation."

1. **Subject specialists consider** appropriate subject Learning Targets through reviewing curriculum documents.
2. **At this point Subject Leads in secondary and Whole School Expedition Leads in primary consider** with their teams/phases 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 to allow more specific and granular engagement with subject standards.
6. **The SLT's are then used by teachers to plan and sequence** Daily Learning Targets 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.

At all times the language of Learning Targets is chosen carefully such that:

1. **Learning Targets describe learning** rather than tasks:

   e.g. 'I can use the rules and conventions of writing a formal letter effectively' and NOT 'I can write a formal letter', 'I can summarise the effects of WWI which were also causes of WWII' NOT 'I can make a poster about the impact of WWI.'
2. **Verbs used in Learning Targets speak** to the nature of assessments.
3. **Sets of Learning Targets speak** to a range of ways of working with knowledge e.g. analysis, evaluation, explaining, etc.
4. **Sets of Learning Targets speak** to the development of skills and knowledge - alongside Habits of Work and Learning Targets which are integrated into expeditions.

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 in line with subject documentation. How students master these Learning Targets is described and differentiated through specific and incremental rubrics against which students are assessed.

CP14
Immersion, Hook Weeks and Blast Offs in Learning Expeditions

Every expedition at XP starts with an immersive experience for students that is intended to fire and compel student curiosity about the learning in their upcoming Learning Expedition. These are called 'Immersion Weeks', 'Hook Weeks' or 'Blast Offs.'

These experiences link to the learning context of each expedition and provide learners with visceral and exciting learning experiences that connect to the learning to come. The Immersion experience also allows staff to consider the planned learning sessions and activities from the perspective of social equity, providing students with experiences that they may not have been exposed to, or engaged in, because of their social and economic circumstances. We actively remove and eliminate such barriers. For example, if the Anchor Text[11] for an expedition is a Shakespeare play, many of our students will not have seen a live performance at the theatre. An Immersion Experience allows staff to plan for this so that everyone has the benefit of seeing a live theatrical performance and can understand that Shakespeare is performance based rather than just what appears to be really impenetrable and initially inaccessible text. If students haven't had this cultural experience the Immersion provides them with this and, most importantly, all these experiences are either funded or subsidised by the school.

The start of an expedition must have an immersive experience that immediately connects subjects together and makes clear that the subsequent Case Studies are interdependent and linked in a purposeful way that will inform both student learning and the Final Product.

"An Immersion experience has been successful when it is clear that it has compelled student curiosity..."

As stated above the main intent of 'Immersion' is to hook the students into the themes and context of the learning they are about to engage with. Students are also encouraged to engage with difficult and unfamiliar vocabulary. In addition, they are introduced to key ideas and concepts that they will encounter in subsequent weeks and they begin to experience and acquire the skills they will need to construct their Final Product.

All XP schools have an Immersion Week, Hook Week or Blast off to engage students with their new learning journey. The structure is used to provide students with opportunities to immerse their learning environment further so that it is totally owned by them and becomes an inspiring workplace to learn in.

Another strand of 'Immersion' is to find out what the children already know about the Case Studies they are about to engage with and what they would like to find out. Again, this provides the students with an opportunity to guide their own learning and provides teachers with the chance to personalise the learning from what the students already know.

If possible, the start of an expedition will provide children with an experience or visit from an expert; this deepens students' curiosity further and in the strongest expeditions this has a strong link to the Final Product.

Immersion experiences are carefully planned to be socially equitable, ensuring that all children begin the first Case Study with similar levels of knowledge through the activities they have collaborated on. Ultimately, our Immersion is designed to get the students 'buzzing' about their learning and fully engaged in the expedition adventure.

Compelling curiosity

The Immersion process promotes social equity through literacy, context and experience.

Engaging students in fieldwork and the use of experts often form part of the Immersion process to further expand and deepen students' learning experiences. As well as being great fun, the Immersion experience compels student curiosity and interest in the expedition to come. Engagement is, therefore, already high even before we engage in the serious business of expedition Case Studies and reveal the Guiding Question! An Immersion experience has been successful when it is clear that it has compelled student curiosity and they are ready to engage with expedition Case Studies..

Insights, reflections, wonders, ideas

CP15
Case Studies in Learning Expeditions

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, whilst developing 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 focussed, 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[12] 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.

"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."

The most successful Case Studies allow students to go deep into Learning Targets and disciplinary content or skills. Case Studies often take broader topics and bring them into sharp relief by focusing 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 Learning Targets,

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 focused 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 and collaboration** with Subject Leads, considers the appropriateness of Learning Targets and aligns them across subjects into appropriate Case Studies to ensure subject integrity in terms of progression, fluency and sequencing.

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 some times '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 and anchor learning so that it makes a difference, has accountability and increased longevity. In short, Case Studies are the engine of our Learning Expeditions.

CP16
Learning Expedition Narratives

Before a Learning 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.

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

1 **Title of the Learning Expedition**

2 **The year group, date, time and duration of the expedition**

3 **The Guiding Question and explicit connection to a Curriculum Seam(s)**

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.)**

All of the above are used to give an exposition of the broader purpose and intent of the expedition and how it focuses on at least one curricular seam.

In secondary schools, once an expedition has been completed the expedition narrative is kept in each students' learning portfolio so that it 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.

"We share our stories so that we can ensure successful delivery and completion of Learning Expeditions. This is best expressed through a narrative."

CP17
Guiding Questions

Guiding Questions (GQ's) are a crucial part of the anatomy of a Learning 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 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.

Teachers and students return to the Guiding Question frequently throughout an expedition (most often in the 'consolidate' stages of learning) in order to reflect upon and consider how new knowledge informs potential answers to the Guiding Question, further supporting connections between and within disciplines.

"Guiding Questions shape the inquiry of Learning Expeditions and allow students to constantly connect the learning across disciplines."

When deciding on a Guiding Question, Expedition Teams should:

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

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

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

4 **Consider how effective** the GQ will be in connecting standards and learning across subject disciplines.

5 **Ensure that** the GQ links to and supports the Final Product.

6 **Review the efficacy** of the Guiding Question as part of the Expedition Review process (Toby's Law[13]).

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.

Insights, reflections, wonders, ideas

CP18
Anchor Texts

Every Learning Expedition has, at its heart, a challenging text or collection of texts. These are called Anchor Texts. The Anchor Text 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.

"The careful selection of an Anchor Text(s) is another important practice that further enhances the binding together of Case Studies, invites discussion and reflection around the Guiding Question, deepens learning and engages students in their learning across disciplines."

Considerations when selecting Anchor Texts staff reflect on the following prompts:

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

2 **Is the text accessible and engaging?**

3 **Is the text suitably challenging[14]?**

4 **Does the text promote diversity and belonging?**

5 **How will the text encourage activism?**

6 **How will the text connect to and inform the Final Product?**

7 **Does the text bind the Case Studies together and connect to multiple disciplines?**

Anchor Texts can be literary or non-literary texts and, although we also use a much wider range of texts to support learning such as historical artefacts and audio/visual media, these texts correlate to, and bind together, subject disciplines, standards, Case Studies and Learning Targets. Selection of challenging texts takes courage from teachers as the easy option is to choose simplicity and accessibility over challenge and ambitious text choices.

One of the most effective ways students can demonstrate their literacy capabilities is through engaging with texts that present challenges but that also inspire and connect authentically to our Curriculum Seams. Taking the cue from Expeditionary Learning Schools in the USA, we believe that challenging text is a key component in developing social equity in our learners. Anchor Texts work best when they are engaged with through a multi-disciplinary approach: for example, the power of teaching texts through Science and making connections with English and History provides connection, contextualisation and greater depth of learning and retention.

At XP Trust, we teach our students in mixed ability groupings and we have found that the choice of challenging texts increases the engagement and quality of work for all students. Less skilled readers are supported to grapple with text so that their reading improves exponentially. We scaffold support so that all our students, regardless of ability, can access texts that are complex but essential to developing good working habits and strategies for deconstructing text that is an essential life skill.

When reading has a clear context and purpose, students are willing to persevere with any text, regardless of difficulty. This persistence is rewarded by a sense of understanding and mastery. As well as reading, appreciatively and critically, our students, through the dynamics of expeditions and the authentic products we create, use challenging texts as models for their own writing. Students become accomplished writers and artists because of this textual engagement.

We need to be mindful of, and be vigilant concerning, the range of texts we study that are representative of the community and the wider world we live in. It is imperative that we ensure that we are reading and reflecting on works by black and other ethnic writers, women writers, LGBTQ writers - this is reflected upon, reviewed and updated on our Social Equity Mapping.

The careful selection of an Anchor Text(s) is another important practice that further enhances the binding together of Case Studies, invites discussion and reflection around the Guiding Question, deepens learning and engages students in their learning across disciplines. As such, the Anchor Text(s) connects, contextualises and supports our holistic approach to learning and is a fundamental ingredient in ensuring an expedition has depth, rigour and purpose.

CP19
Engaging with Experts and Fieldwork

All of the Learning Expeditions at XP Trust have to include fieldwork and/or working with experts either in school or off-site. This links directly to our Design Principle of 'Activism' and provides students with an authentic and purposeful opportunity to engage with experts, often 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 work outside of school. 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. However, across our schools we do ask for voluntary contributions from parents. This, again, is a clear indicator of the promotion of social equity in our schools. Opportunities for engaging with experts and organising fieldwork are a constituent part of designing expeditions. Before an expedition starts Expedition Teams review former Learning Expeditions and take into account previous experts and fieldwork opportunities that have been used in the past.

When Expedition Teams consider the use of experts they:

1 **Decide the type of expert they need** to support the answering of the Guiding Question, the mastery of Learning Targets and the creation of an authentic product.

2 **Check the Expert and Fieldwork Directory/Smap** for experts who have been used in the past and who have been identified as being effective.

3 **Check Expedition Review documents** from similar previous expeditions.

4 **Liaise with the Comms 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 or work outside of 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 (including Careers) 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 (including Careers-based questions) do we need to prepare in readiness for the visit?

- How will we show appreciation for our expert?

"Engaging authentically with experts and participating in fieldwork ensures that students broaden and deepen their learning, develop their cultural experiences and acquire 'Powerful Knowledge'."

8 **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 Guiding Question, Case Study, Learning Targets and Final Product.

9 **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 Final 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 Comms 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 where fieldwork is already heavily subsidised. Schools are encouraged, where appropriate, to allow voluntary parental contributions. Fieldwork 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 authentically 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.

CP20
Service Learning

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 have 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 a Learning Expedition, 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 Learning Expeditions and Crew, Crew Leaders and Phase Teams and Expedition teachers 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 Learning Expeditions and/or Crew, Expedition Leads with their teams or Crew Leaders must:

1 **Update** Equity Maps.

2 **Blog about** the Service Learning.

"Service Learning builds community and, through its selfless nature, grows character and compassion in young people."

Service Learning connects explicitly to our Design Principles of 'Stewardship', 'Building Community' and 'Activism'.

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.

Insights, reflections, wonders, ideas

CP21
Completing Expeditions: Toby's Law

Toby's Law when applied with integrity ensures that we complete Learning Expeditions and honour the work of our students.

Done is a 'sacred' word at XP. Just as meticulous planning is crucial for the commencement of our Learning Expeditions, similar rigour must be applied to their completion. In XP School's early years, expedition planning significantly tightened, partly due to 'Jeff's Law', but primarily through the collaborative support and challenge this protocol fostered among staff. A parallel protocol is now in place to guarantee the effective completion, culmination, and curation of all Learning Expeditions. We call this 'Toby's Law'.

Toby's Law

Inexplicably, despite hours and hours spent proof-reading the final product, not to mention all the hard work by every student not just to get the book done, but all the preparations for the Celebration of Learning, we discovered during the Book Launch that one of our student's pages had not been included.

That student was Toby Williamson. To say we were all devastated would be an understatement. Toby was part of the Book Launch team! How would we fix this? It would cost us thousands to get all the books printed again?

At XP, we learn through experience. The shared narrative of these experiences is an important part of creating memories, not just remembering facts. Instead of hiding our mistake, we decided to make it part of our narrative, so no-one will forget.

We are making a stand for Craftsmanship and Quality, and have pledged never again to allow any product we create to not include all the work by all our students. This will never happen again. This is called, 'Toby's Law'.

"Done is a 'sacred' word at XP."

"Toby's Law, when applied with integrity, ensures that we complete expeditions and honour the work of our students."

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 ways to back fill, where appropriate are not identified;

Deadlines and the opportunity for discerning reflections are missed;

Final Products are not completed or are of poor quality;

Learning Expeditions are not culminated effectively.

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

A Learning Expedition is only 'done' when:

1. **All students have completed key summative assessments** at secondary and/or touchdowns at primary 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 or other interventions are needed**, this has been carried out and where knowledge and skills need revisiting this is identified and recorded in the Expedition Review document as a reminder to revisit in a future Hook Week/Immersion/Case Study/or Expedition Slice.

4. **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.

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

6. **There has been** a Presentation of Learning.

7. **In secondary schools 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.

8. **In secondary schools, 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.

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

10. **The appropriate curriculum 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.

11. **An expedition review has been carried out**, with all teachers from the Learning Expedition contributing to the reflection and is shared publicly.

12. **The product has been completed** and lives in the community.

Our work is purposeful and authentic so one of the most important things we do is to complete, deliver and ship products. The Design Principles 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 Learning Expeditions, this has ranged from books about mining and the railways in our town, information panels designed and written by students, brochures promoting 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.

CP22
Equity Mapping

Equity is a core Design Principle for the XP Trust curriculum, driving our commitment to extending opportunities for every student. We have high expectations that all students will participate in broad and rich experiences, including:

Visiting and working at universities

Engaging with experts

Taking part in purposeful fieldwork

By capturing and recording these opportunities, we highlight the relevant and rich career paths we facilitate, ensuring our young people are well-prepared for their future.

The primary purpose of Equity Mapping[15] is to actively address socio-economic disadvantage and promote social equity. Recognising that many students may not have opportunities to visit museums, engage with universities, or experience different workplaces, XP uses this practice to level the playing field.

The key objectives are:

To ensure social justice: To provide all students with a baseline of experiences and opportunities, ensuring they have an equal starting point for their learning within each expedition.

To enhance the curriculum: To go beyond the National Curriculum by systematically planning for enriching activities, fieldwork, and expert engagement that deepen understanding and bring learning to life.

To build social solidarity: To expose students to a diverse range of people, careers, and environments, thereby broadening their horizons, raising aspirations, and helping them envision future possibilities for themselves.

To support holistic development: To intentionally map opportunities that contribute to students' spiritual, moral, social, and cultural development, ensuring a well-rounded and progressive educational journey.

Equity Mapping is not a standalone task but is deeply integrated into the school's curriculum design, particularly the planning and review cycle of Learning Expeditions and the Crew curriculum.

"Equity Mapping is not a standalone task but is deeply integrated into the school's curriculum design, particularly the planning and review cycle of Learning Expeditions and the Crew curriculum."

The process involves several key steps:

Planning and integration: During the planning phase of an expedition, teaching teams identify and map out key experiences. This includes baseline activities during the 'Immersion week' (e.g., a visit to a local river to collect data) and interactions with subject discipline experts.

Tracking experiences: Opportunities are captured electronically on spreadsheets or in Smaps. These 'Equity Maps' track the variety and frequency of experiences for each class, creating a clear record of what students have done. This includes fieldwork, university visits, interactions with experts, cultural visits, and presentations to authentic audiences.

Ensuring access for all: A core principle is that no student should be excluded based on their ability to pay. The Trust commits significant resources at secondary schools, including a dedicated budget per year group, to ensure all opportunities are free for students. Staff also take an entrepreneurial approach, leveraging community contacts and creative outreach to secure experts and experiences at little to no cost.

Regular review: Equity Maps are living documents. They are reviewed regularly to identify gaps or overlaps in provision, ensuring that over their time at the school, every student receives a comprehensive and balanced range of experiences. This review process informs future expedition planning.

The impact of Equity Mapping is wide-ranging, affecting students' academic progress, personal development, and future aspirations.

Key impacts include:

Raised aspirations and career awareness: By interacting with a wide range of experts from diverse fields and backgrounds, students are introduced to a multitude of potential careers. This is particularly impactful for secondary students in meeting the Gatsby Benchmarks and for primary students in seeing successful role models from similar backgrounds, fostering the belief that "I could do that."

Increased social capital and confidence: Students gain confidence and develop their communication skills by engaging with adults in professional settings and presenting their work to authentic audiences. These experiences build a valuable network and understanding of the world beyond their immediate community.

Enhanced engagement and deeper learning: The hands-on, real-world experiences planned through Equity Mapping make learning more meaningful and memorable. This deepens students' engagement with the curriculum and helps them make connections between their studies and the wider world.

Demonstrable equity: The practice provides clear, tangible evidence that the school is providing an equitable and ambitious curriculum for all students. It ensures that every child, over their school career, is given the opportunities and opportunities to acquire powerful knowledge that they need to succeed in their future education and life.

In summary, Equity Mapping at XP is a strategic and fundamental practice designed to ensure that all students, regardless of their background, have access to a rich and varied range of opportunities. It is a deliberate process of planning, tracking, and reviewing experiences to promote social justice, enhance the curriculum, and develop students' social capacity.

CP23
Careers

At XP we have always had careers at the heart of our academic expeditions whether it's working together with experts, out on fieldwork or creating our products. Therefore, 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.

"Our common mission at XP is that all students are ready and prepared for the world and that their aspirations are high."

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. 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 programme that:

Aspires to realise the principles of the Gatsby Benchmarks[16].

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, for example:

Trust Careers Lead

Career Leads

Crew Leaders

Phase Leads

Expedition/Subject Teachers

Learning Coaches

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.

[16] Gatsby Benchmarks for Careers Education can be found here: www.gatsby.org.uk/education/focus-areas/good-career-guidance

Insights, reflections, wonders, ideas

Designing the Curriculum

At the heart of XP Trust's educational philosophy are two deeply interconnected Core Practices: Curriculum Documentation and Curriculum Alignment. These practices form a systematic and rigorous framework with the explicit purpose of translating broad national standards into a curriculum that is not only ambitious and coherent but also deeply meaningful for every student. This is not simply a bureaucratic exercise; it is the essential architecture that underpins the Trust's commitment to academic excellence, equity, and the development of powerful knowledge.

The primary purpose of this dual approach is to create an unbroken, transparent chain of thinking from the highest-level curriculum vision down to the individual lesson plan. The Curriculum Documentation process acts as this 'unfolding sequence', starting with Subject Intent Statements that establish the 'why' and 'how' a subject is taught. This vision is then mapped out in long-term '5 Year Plans' and detailed mid-term Planning for Progress (P4P) documents. This ensures that learning is meticulously sequenced, building in complexity and allowing for the deliberate revisiting of key concepts in a 'spiral curriculum' model. It provides a clear, shared understanding of what is to be learned, in what order, and why it is important, thereby guaranteeing that the curriculum is designed for deep, cumulative learning rather than thin, superficial coverage.

Building on this foundation, the practice of Curriculum Alignment ensures this carefully designed curriculum is implemented consistently and collaboratively across all schools within our Trust. By aligning key elements such as Case Study Standards, Long Term Learning Targets, Common Assessments, and Guiding Questions for each Learning Expedition, we ensure a common, high-quality academic structure. This alignment is not designed to create identical, off the shelf lessons, or expeditions, but rather to establish a shared core of content that empowers teachers. It provides the framework within which they can localize content, innovate with resources, and respond to the specific needs of their students, while still being part of a unified, Trust-wide endeavour.

The impact of this integrated system is profound and twofold, benefiting both educators and students directly. For staff, it cultivates a powerful culture of professional collaboration. The alignment of curriculum necessitates shared planning days, cross-school meetings, and a common language around teaching and learning. This structure breaks down the isolation that can exist between schools, fostering an environment where best practices are not just shared but are co-constructed. Teachers work together to create high-quality resources, moderate assessments, and engage in strategic professional learning, which elevates the expertise of the entire collective.

For students, the ultimate and most significant impact is the promotion of greater equity. Regardless of which XP school a student attends, they are guaranteed access to the same rigorous, well-sequenced curriculum and high-quality learning experiences. This consistency ensures fairness and equal opportunity for all learners. Furthermore, the use of common, standards-based assessments allows for the early and accurate identification of students who may be struggling. This enables swift, targeted intervention to help them get back on track, ensuring that the Trust's ambitious educational vision is translated into tangible success and progress for every learner.

CP24
Curriculum Documentation

At XP, all of our Learning Expeditions are standards-based and align to either the Early Years Framework, the National Curriculum and/or GCSE equivalents. 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 through expeditions.

The idea of our 3D Approach runs through our Curriculum Documentation 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 life beyond school.

Curriculum Documentation for Secondary Schools

Subject curriculums at XP Trust are designed to be rigorous and to ensure planned progression. Furthermore, our curriculum has been designed to align with and to reinforce our Trust model of Teaching and Learning. Our Curriculum Documents form an 'unfolding' sequence of thinking from subject intent, (what our curriculum sets out to do and how we intend students to experience our subject) a structured 5 year plan on a 'page' showing what will be learnt and in what order, to a Planning for Progress Document which offers a more detailed view of subject planning within each expedition. This last document is the interface between planning and classroom delivery and is the starting point for planning sequences of highly impactful lessons following our Trust wide model of Teaching and Learning.

The purpose of our Curriculum Documentation at secondary is outlined below:

Subject Intent Statements

This statement embodies our belief about how our subject should be taught and the kind of learning activities students will experience. For example, if a Subject Intent Statement says that students should talk and think like scientists then you would expect there to be planned opportunities in lessons for students to hypothesise and to plan experiments, or to analyse information graphically and to look for anomalies. Similarly, if a Subject Intent Statement makes clear that we want students to develop a love of language and have access to a wide range of literature then we would expect this to be planned into how our subject is taught. The intent statement sets out how students will learn in a particular subject and is manifest in the lessons we observe in classrooms and in student books. Subject Intent Statements are reviewed annually and updated where necessary by Trust Subject Teams in collaboration with Subject Teams.

5 Year Curriculum Plan - 'Subject on a Page'

This is WHAT we will teach from Year 7 to Year 11. It is at the heart of curriculum design because it embodies what is to be learnt in the right order. Learning is sequenced in the right order so that progression is built in.

> "At XP Trust there is a clear and rigorous process of curriculum thinking realised through an unfolding sequence of Curriculum Documents and implemented in classrooms by subject teachers who collaboratively plan lessons based on this documentation."

The 5 year subject on a page curriculum plan also ensures that complex skills and big ideas are revisited, reinforced, and extended in different contexts over the course of a 5 year curriculum - this is sometimes known as a 'Spiral Curriculum'. This shouldn't be left to chance - it's part of our subject curriculum design.

Trust Subject Leads consider the ideal sequence for their discipline, however they also consider how their sequence can be enhanced by connecting to, and be enhanced by, other disciplines through design of our Learning Expeditions. Therefore, both subject integrity and expeditionary integrity are upheld.

Planning for Progress (P4P) document

Planning for Progress Documents lie at the heart of our subject curriculum. They act as the 'Rosetta Stone' linking curriculum planning to curriculum delivery in our classrooms. This document does two things:

1 **Translates the big picture curriculum design** into more detailed mid term planning within Learning Expedition planners.

2 **Supports and reinforces important elements** of our Teaching and Learning model (AC/DC).

The headings at the top of each column are designed to structure thinking about what is important in terms of planning and delivering subject content within each expedition. The headings at the top of each column encourage thinking about what is needed for optimal impact on learning. In addition the headings at the top of each column reinforce and support important elements of our AC/DC model.

Column headings are designed to 'nudge' the thinking required in advance of being able to plan a sequence of lessons using our AC/DC model and how each subject is in service to XP Trust's Expeditionary Curriculum.

Assessments

Assessment of student work is carried out for the purpose of both assessing what students know and also what students still need to learn. Assessment activities are standards based which means they are designed to assess Long Term Learning Targets and/or Supporting Learning Targets that are carefully planned into our inter disciplinary Learning Expeditions which is a signature practice and model of curriculum delivery in XP schools.

Common assessments are designed by Subject Teams to ensure that they test threshold concepts or skills or big ideas in a subject. They are used to inform 'fixes' where students will revisit a topic they have not yet understood and in addition they are used to inform student grades in grade books. Assessment activities are moderated within subjects to ensure consistency in grading. Assessment activities are linked from the P4P document.

Gradebooks

Commonly formatted subject gradebooks are used to capture student grades against agreed standards or Learning Targets. They include students' minimum expected grades (MEs) so that teachers can analyse whether a student is performing to the best of their ability in a subject. Trust Subject Leads (TSLs) are able to look across the class gradebooks to get a sense of how students are progressing in different classes and with different teachers. This is made possible because of agreed and consistently applied assessment activities.

Lesson Plans

Lesson plans and sequences of lesson plans are derived from Learning Targets. They are designed with the information from the P4P document in mind and where connections can be made between disciplines, within lessons and between lessons. The column headings in the P4P document inform the thinking behind, and relate directly to the unfolding sequence of lesson plans.

Lesson plans also follow our Trust Teaching and Learning model (AC/DC). The AC/DC model offers a template and a structure to lesson design and is underpinned by 5 principles that both experience and research show to have the most efficacious impact on student learning.

Subject Reviews

Subjects are reviewed on a regular basis. Subject Reviews are currently led by the Trust Subject Lead along with School Faculty Leads, and senior staff. They involve a baseline assessment against a set of questions (Subject Review Document), collection of evidence through classroom observation, looking at student books and work, and analysis of data (gradebooks) along with a collection of student responses (Student Response document) in regard to their experience of learning in a subject.

Subject Reviews are used to inform and share best practice and to establish areas for improvement. At XP Trust there is a clear and rigorous process of curriculum thinking realised through an unfolding sequence of Curriculum Documents and implemented in classrooms by subject teachers who collaboratively plan lessons based on this documentation. The outcome of our planned subject curriculum and delivery through our teaching and learning model ensure all students make good progress and where they do not, then consistent assessment practice allows for early identification and intervention so students get back on track.

Our mapping process is the starting point for the translation of national standards into a curriculum built on clear and progressive 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 address any gaps and/or critical omissions so that students build and deepen their knowledge, understanding and skills appropriately.

Curriculum documentation for Primary Schools

Subject Statements, Standards Maps and Progress Maps act as the foundation for our Curriculum Overview Mapping process in primary schools. 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 are 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.

Subject Intent Statements

This statement embodies our belief about how our subject should be taught and the kind of learning activities students will experience.

For example, if a subject intent statement says that students should talk and think like scientists then you would expect there to be planned opportunities in lessons for students to hypothesise and to plan experiments, or to analyse information graphically and to look for anomalies. Similarly, if an intent statement makes clear that we want students to develop a love of language and have access to a wide range of literature then we would expect this to be planned into how our subject is taught. The intent statement sets out how students will learn in a particular subject and is manifest in the lessons we observe in classrooms and in student books.

1. **Subject Statements are designed and updated** by our Subject Leads, Subject Champions and the Subject Teachers in each discipline.

2. **These statements are then shared with the wider expedition teams** and subsequently with the whole school and Trust. 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 are woven into Learning Expeditions.

3. **Subject Statements are reviewed** annually and updated where necessary by Subject/Phase Teams.

Curriculum Overview Maps

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. 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. All changes need to be fully agreed by phase/expedition teams across schools in the Trust.

Standards Maps

Creating rigorous Standards Maps for each expedition allows teachers to systematically track the curriculum experience of students. Teachers also reflect on the depth of engagement with particular standards via the Standards Review. This is where phases will assess standards in each Case Study and how well the pupils have engaged with them. This is particularly important if, through unforeseen circumstances, a Case Study takes longer than expected or is compromised in some way.

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. Where standards need to be re-taught or consolidated, teachers plan this into the 'Sticky Knowledge' element of their lessons in order for pupils to re-engage with the standard/learning.

1 **Expedition Leads ensure** the robust, fixed 2 year cycle is checked termly in order for staff teams to refer to when planning expeditions

2 **During pre-planning sessions, staff teams use** the Standards Maps to review and assess the standards that have been engaged with and taught in previous expeditions.

3 **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.

4 **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. 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. As mentioned previously, where standards need to be re-taught or consolidated, teachers plan this into the 'Sticky Knowledge' element of their lessons in order for pupils to re-engage with the standard/learning.

"XP Trust utilises a comprehensive and meticulously structured Curriculum Documentation process for both its primary and secondary schools. This system is designed to translate national standards into a coherent, rigorous, and progressively sequenced curriculum, ensuring a clear pathway from long-term vision to daily classroom practice."

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 subject 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, and reflect upon, the sequencing of our curriculum to ensure that learning is progressive, purposeful and allows students to acquire and strengthen both subject skills and knowledge in a timely and usefully applicable way.

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

2 Subject 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 and Subject Champions for each subject so that teachers teaching outside their specialism 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.

The curriculum is structured to be coherent, rigorous, and progressively sequenced. It serves to effectively translate national standards into practical, daily classroom application, thereby creating a clear trajectory from the overarching long-term vision to daily practice.

This is achieved through an "unfolding" series of documents, starting with high-level Subject Intent Statements that define the purpose of each discipline. These are followed by long-term maps (5 Year Plans or Curriculum Overview Maps) and more detailed mid-term planners (Planning for Progress or Standards/Progress Maps) that guide implementation.

The entire framework is built around XP's signature interdisciplinary Learning Expeditions, ensuring that while learning is connected and relevant, the integrity of individual subjects is maintained. Ultimately, this documentation serves as the foundation for collaborative teacher planning, consistent standards-based assessment, and timely student intervention, which is underpinned and informed by our Teaching and Learning model (AC/DC) so that lessons are engaging and purposeful. The goal is to ensure all students make strong progress by embedding the principles of 'Powerful Knowledge', social agency, and equity into every stage of the curriculum design and delivery process.

CP25
Aligning the Curriculum

Using our Planning for Progress Maps and other Curriculum Documents 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 both 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 assessments; 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:

Case Study standards

Long Term Learning Targets and Common Assessments (elicited from the agreed standards for each subject in the expedition)

An agreed range of Anchor Text(s) to select from

An agreed Guiding Question that drives the learning

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

These key areas are agreed before the pre-planning stage. However, it is important to note that each Learning Expedition doesn't have to be identical. Resources, Case Studies and products can be localised and subject to change regarding context, class and teacher (see below).

Planning for alignment
The following activity must take place to ensure that planning for alignment is considered and agreed:

1 **Expeditions are always planned collaboratively**, using Realsmart Maps (Smaps) and are shared across our schools in the Trust, and publicly, to ensure alignment and accountability.

2 **Staff Days are organised and aligned** across the Trust to ensure each expedition team can plan together and share ideas.

3 **Collaborative planning across schools** also happens prior to the Trust planning day (Staff Day) at phase networks which allows for sharing of ideas. Staff days are then dedicated to continuing the expedition planning personalised to the needs and opportunities of the school.

4 **Pre-planning meetings are scheduled and carried out** before Staff Days so that Expedition Teams can make decisions, (e.g. the suggested range of Anchor Text(s) 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.

5 **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 variance 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. Ultimately, alignment must not inhibit creativity or flexibility but consensus must be reached so that everyone is aware of any divergence.

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.

Curriculum Seams -	Protecting our Planet	Cultivating Diversity and Belonging		Standing for Social Justice		
Subject Areas - History **Geography** Science Art DT **Music** PE Computing						
Tweaks to order of expeditions for 2025/2026 · 2026/2027						
	Cycle One			**Cycle Two**		
	Autumn	Spring	Summer	Autumn	Spring	Summer
EYFS	Marvellous Me: How are we the same or different?	We're on the move: Would you travel by wheels, wings or other things?	Early Years Explorers: What happens when the sea meets the shore?	Be Kind: How do we show we care? **PS - Model of Excellence**	See how things grow: How do things grow and change?	Once upon a time: Who is hiding in the pages of this book?
KS1	Not All Heroes wear capes: How can I be a hero in our community? Art History DT	Diverse Doncaster: Where do I belong? **Geography** Science Art (History as and when appropriate)	The Blue Planet: How can I impact the world? **Geography** Science Art **PS - Model of Excellence**	Rags to Riches: What lies within the castle walls? History Science DT	North, East, South, West: Where could my journey take me? History **Geography** Art **GT- Model of excellence**	Ready, steady, grow! How can I be the healthiest version of me? Art Science DT **NIS -Model of excellence**
LKS2	Coming to Doncaster: Why then, Why now? History	From bean to bar: What is the cost of a bar of chocolate?	What a wonderful world: How can we protect our beautiful planet?	Lest we forget: How does war change lives?	The power of life: What makes you human? Science - circuits	Earth Shattering Events: what happens when disaster strikes?

Insights, reflections, wonders, ideas

Teaching and Learning

"Every educator across XP Trust is empowered with a deep understanding of why we teach the way we do, how we do it well, and what it looks like when we get it right."

At XP, we want every teacher, leader, and support staff member to understand not just what we do, but why we do it. Our Teaching & Learning model exists to help us to realise our common mission: to enable all students to grow their character, create beautiful work, and achieve academic success - ultimately becoming the best version of themselves.

Our rationale for developing our model is underpinned by the need to:

Articulate the shared language we use to describe the component parts of impactful teaching and learning (building on 'language is our culture and our culture is Crew' and the shared values and principles that we hold).

Progressively build teacher practice through high-quality, structured professional learning.

Reflect on how teaching practice connects to and enhances subject and expeditionary integrity, through the careful design, sequencing and planning of lessons.

Assess the quality of teaching individually and collectively, in order to elevate great practice across the Trust.

Clearly define conceptual understanding of what 'secure' and 'excellent' teaching looks like across XP.

Our model is not about chasing perfection, or about creating an automated approach to how we teach (indeed we must be wary of this!) It's about creating clarity, alignment, and momentum. It's about ensuring that every educator across XP Trust is empowered with a deep understanding of why we teach the way we do, how we do it well, and what it looks like when we get it right.

CP26
Teaching Lessons

Our Teaching and Learning model is based upon a foundation of evidence-based practices, drawing from key research and established principles, yet tailored to our context of 'How We XP'. This foundation includes insights drawn from, for example, the Education Endowment Foundation's toolkit, Barak Rosenshine's principles of instruction, research and varied publications from Expeditionary Learning schools in the USA, XP Core Practices, key findings from research based documentation from 'Evidence that XP works', and the principles of Accelerated Learning.

The wider model was collaboratively developed through the work of our Instructional Teaching Lead Network; with representation from all of our schools, including contributions from our Headteachers. This involved a deeper exploration of the research base, with leaders examining documentation and research from the aforementioned sources to ensure that this work would indeed fit within our respective settings of Secondary, Primary and EYFS.

"At XP, we recognise that powerful teaching doesn't come from rigid scripts or generic strategies - it comes from a teacher's ability to respond, adapt and design learning that is purposeful and impactful."

The model (the AC/DC framework)

Teaching is complex. Every lesson, every class, every student brings with it a unique set of needs, dynamics and challenges. At XP, we recognise that powerful teaching doesn't come from rigid scripts or generic strategies - it comes from a teacher's ability to respond, adapt and design learning that is purposeful and impactful. We believe that by bringing clarity to complexity, our model can support the teaching process, but not control it!
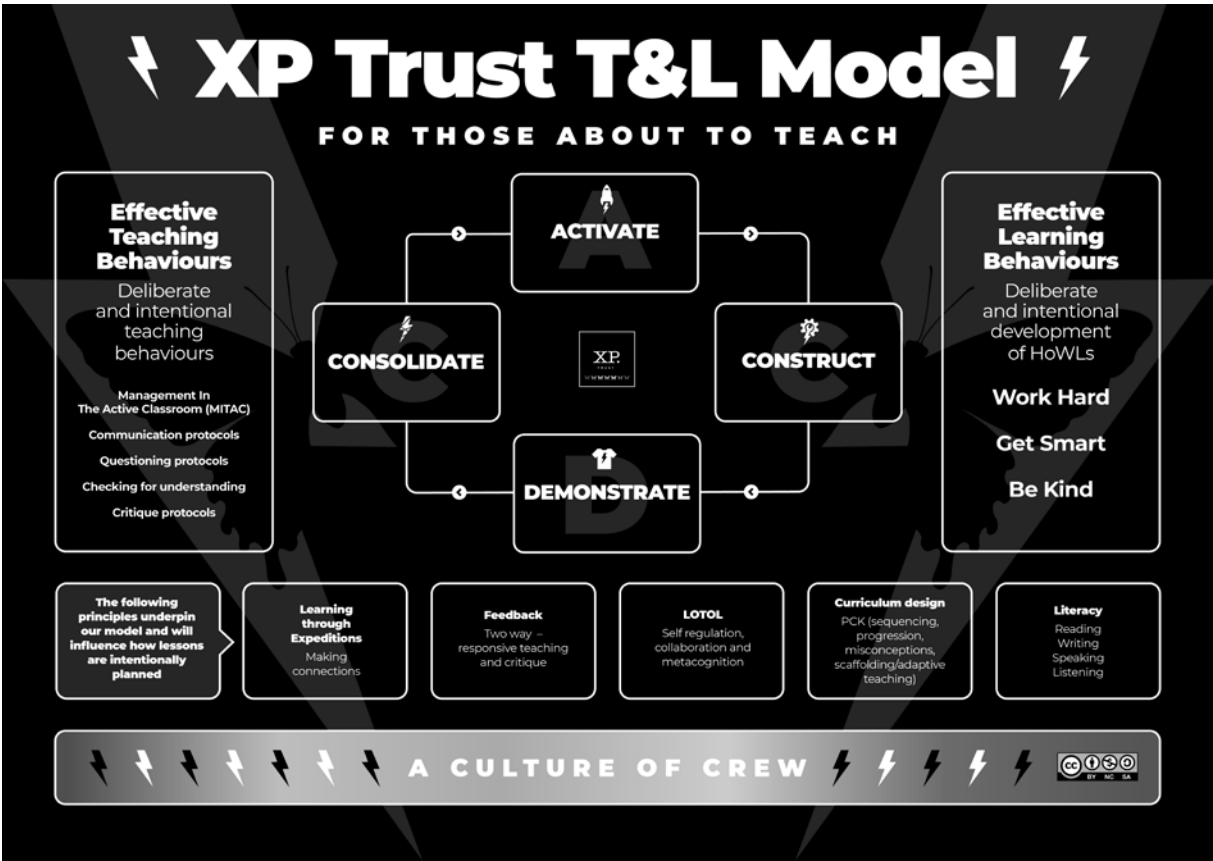
The model is flexible by design. It provides a shared language for planning and reflection, but it doesn't prescribe identical lessons. It allows teachers to use a wide repertoire of strategies, from direct instruction to inquiry, from independent writing to critique and redrafting - depending on the purpose and the students in front of them.

There are 5 component parts to our T&L model which, at mastery level, are designed to work in synergy.

1 The AC/DC planning framework

The AC/DC element of our model gives teachers a clear structure for lesson planning. It doesn't tell them what to teach (that comes from the expedition design and subject standards) but it helps them to shape the how. By helping to facilitate a sense of cognitive clarity for the teacher, we aim to free them up to focus on pedagogy and relationships - not just coverage! ▶
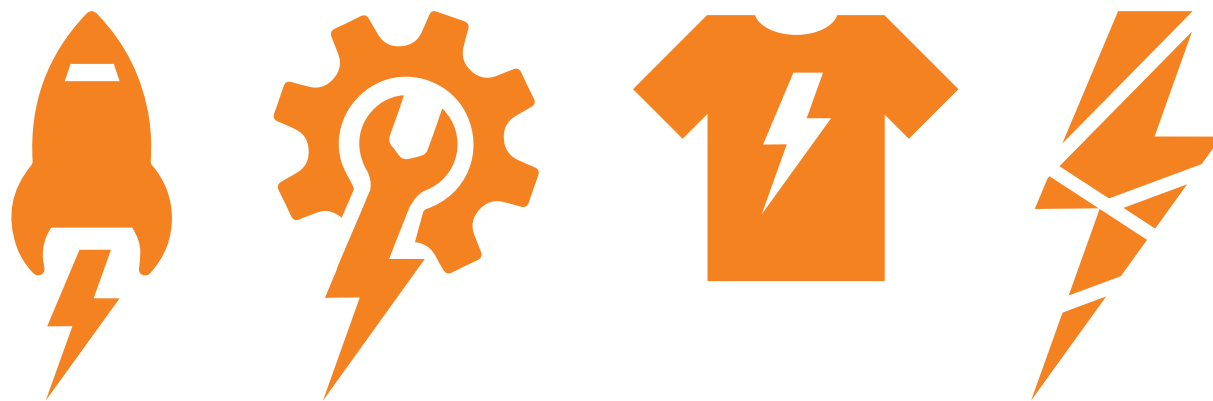
The AC/DC lesson planning framework encourages teachers to select appropriate learning activities and put them in the right order:

Activate: Learners are engaged, prior learning is activated and existing schema are built on. Learning is connected to what has gone before.

Construct: We build understanding, add new knowledge or concepts.

Demonstrate: Students demonstrate what they have learned (and what they have not yet learned)

Consolidate: Learning is consolidated and important information is reinforced. We also pay attention to the learning process itself and encourage students not only to think about what has been learnt but HOW it has been learnt successfully.

In most cases teachers will use this structure to plan an hour long lesson, however, there are times when a lesson plan will take place over two or more lessons. It's important to say at this stage that our model goes way beyond the 'AC/DC' aspect of the framework. It is underpinned by wider foundational principles of: effective adult and learning behaviours, learning through expeditions, feedback, Leaders of their Own Learning (LOTOL), curriculum design and literacy.

2 Five foundational core principles

Learning through Expeditions: Learning at XP is driven by cross-discipline expeditions which emphasise the connections between subjects. Learning is further driven by purposeful Guiding Questions that students must answer in public Presentations of Learning (PoLs) and which drives the product they create.

Feedback: This is a two way process - feedback from students to teacher and from teacher to students. This is how we find out what students know and perhaps, more importantly, what they do not yet know and understand.

Leaders of their Own Learning (LOTOL): We seek opportunities wherever possible to develop student agency in their own learning.

Curriculum design: Rigorous subject curriculum design including how our subject is learnt best and common misconceptions. This positively affects the order of sequenced lessons.

Literacy: We unlock student understanding and ensure students have access to subjects through explicit teaching of specialist language.

"A Culture of Crew' is deliberately positioned at the base - this isn't a design flourish! It's a statement of belief! It is the foundation upon which all learning is built in our schools."

3 Effective Teacher Behaviours

We understand that even a well designed lesson plan can only truly be brought to life in the hands of a skilful teacher. This depends on skilful application of a set of defined teacher behaviours. We have recently redefined these to align with the teacher behaviours identified by 'Step Lab'[17]. The reason for this is that their identified teacher behaviours are closely aligned with what we came up with and, in addition, we like the incremental stepped approach to working with and 'coaching' teachers.

4 Effective Learner Behaviours

We also understand that for learners to be successful and to optimise learning, students need to have ownership and agency in their own learning. At XP we define these learning behaviours under three broad Habits of Work and Learning (HoWLs) 'Work Hard, Get Smart and Be Kind.'

5 A Culture of Crew

Underpinning our whole model is a culture of Crew[18]. We understand that a positive culture is necessary for learning to happen. Before we go any further, it is important to explain why 'A Culture of Crew' is shown at the bottom of the illustration of the T&L model.

'A Culture of Crew' is deliberately positioned at the base - this isn't a design flourish! It's a statement of belief! It is the foundation upon which all learning is built in our schools at XP Trust. The AC/DC structure helps to guide the flow of learning in the classroom, but that flow cannot exist in isolation. It needs a context, and a climate - and that climate is Crew.

By placing Crew at the base, we're saying:

Relational trust is essential for academic challenge.

Belonging and safety are prerequisites for risk-taking in learning.

Collaboration and critique aren't just strategies - it's a cultural mindset.

Equity, kindness and compassion are imperatives.

Crew helps to facilitate a sense of shared responsibility amongst our students. It provides a secure safety net to give them the confidence to take risks, the resilience to persist, revise and redraft, and the understanding that their learning matters - not just to them, but to others. It also fundamentally allows students to be leaders of their own learning, not in theory, but in practice. It makes learning personal, relational, and transformative.

Crew also underpins the professional culture of our staff. It enables shared planning and professional dialogue, supportive accountability and peer feedback. In short, Crew allows teachers to thrive, just as it does for students. Consequently, Crew is not an add-on, or a box to tick; it serves as the essential bedrock upon which all our endeavours are built and from which they ascend.

[17] Visit Steplab for further information: https://steplab.co/uk

[18] See CP Section One 'Crew' for further details.

Insights, reflections, wonders, ideas

CP27
The 'Activate' phase

The 'Activate' phase is where learning begins - not necessarily with delivery, but with connection. It acts as the point in the XP model where teachers intentionally ignite interest, make learning relevant, and prepare students to engage with new knowledge. This phase is also designed to stimulate curiosity, surface prior knowledge, and anchor the session in purpose.

Learning is most effective when students can link new knowledge to existing schema, and the 'Activate' phase is our response to this - a deliberate opportunity to prime learning by tapping into what students already know, think, or feel about the topic at hand.

Specifically:

'Do Now' activities allow the learning to begin as soon as students enter the classroom:

Focused pace leads to on-task behaviours in order to optimise time spent on learning.

Effective routines enable lessons to start quickly and promote immediate engagement.

Early positive reinforcement allows the teacher to 'catch students doing good' - a key strategy for promoting good behaviour, and for reinforcing expectations and classroom norms.

Learning is connected to previous learning and / or stimulates learning to come:

Activities stimulate interest and spark curiosity into the main lesson content - hooking students into the session.

Students' existing schema and mental models are activated (organised knowledge that students already possess) and helps them to prepare for new learning or new contexts.

The teacher gets a sense of what students already know or what they have retained from previous lessons.

Key knowledge is retrieved and recapped - essential to support the transfer of learning to long-term memory and recall in future.

Checking for misconceptions helps the teacher to adapt instruction or amend plans accordingly.

Clear Learning Targets are established and unpacked with students to transfer ownership of learning:

Making Learning Targets explicit at the start ensures students understand why they are learning and how they will know they're succeeding

The unpacking of complex or unfamiliar words in Learning Targets prevents confusion and helps all students to engage with the vocabulary with confidence.

Learning Targets are the foundation of our Expeditionary Learning Model, and ensure that students achieve mastery in key concepts while addressing the Guiding Question for each expedition.

"The 'Activate' phase is where learning begins - not necessarily with delivery, but with connection."

A relevant HoWLs[19] (Habits Of Work and Learning) target is established which clearly identifies expectations of student learning behaviours:

This is an opportunity to make explicit the learning behaviours associated with successful learning and helps to form successful habits of learning.

Teachers tailor the HoWL target to the needs of the class, supporting them to embed purposeful learning habits.

HoWLs enable students to manage their own behaviour and work habits, leading to greater independence and responsibility for their learning.

The teacher / students / whole class can reflect on their learning behaviours: celebrating success or identify areas for improvement.

In summary, the 'Activate' phase prepares the ground by helping students connect past experiences to new challenges. It primes their attention, reveals misconceptions, promotes good behaviour, and sets a clear course for the session ahead - all within a culture that values curiosity, hard work, high expectations and purpose.

[19] See CP1: Character Traits and Habits of Work and Learning.

CP28
The 'Construct' phase

The 'Construct' phase is where students move beyond 'activating' prior knowledge and begin to make sense of new information, explore ideas, and build understanding through structured teaching. This is the stage where knowledge is actively built, and acts as the building blocks for new learning, not just by the teacher alone, but by the collective effort of Crew. It embodies our belief that students learn best when they are challenged, supported and emotionally engaged in a culture of trust and purpose.

We know that effective classroom learning depends on deliberate cognitive engagement - students need to be working hard on the right things, with the right support, in the right sequence. The 'Construct' phase is our answer to this challenge. It echoes research from:

Barak Rosenshine's Principles: especially modelling, scaffolding, checking for understanding, and guided practice.

The Education Endowment Foundation (EEF) toolkit: high-impact strategies like explicit instruction, reading comprehension strategies and collaborative learning.

Accelerated Learning (Smith, Lovatt & Wise): which recognises that deep learning occurs when students are emotionally connected, socially supported, and cognitively stretched.

EL Education's 'Leaders of Their Own Learning': where constructing knowledge is part of a process that gives students ownership over their progress and performance.

"The 'Construct' phase is the scaffolding on which deeper understanding is built…"

However, the success of 'Construct' doesn't rely solely on planning and delivery, it relies on relationships. A classroom culture rooted in Crew gives students the confidence to ask questions, take risks, share ideas, and challenge and support one another via critique protocols.

Specifically:

New information is introduced in an appropriate and engaging way and discussed with students:

Breaking down information into manageable chunks prevents cognitive overload and allows for gradual understanding, ensuring all abilities can follow along.

In order to engage students in learning we first need to gain their attention.

Discussing new ideas with peers through collaboration promotes diverse perspectives, deeper understanding, and stronger communication skills.

Modelling complex tasks or thought processes helps students visualize and understand how to approach new concepts effectively.

Engaging students with rich and challenging texts expands their knowledge base and introduces them to complex ideas and vocabulary.

Key subject vocabulary is highlighted and taught:

Literacy is fundamental for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access our challenging curriculum and are more likely to have poor educational outcomes across all subjects.

Explicit vocabulary instruction across all subjects unlocks learning by equipping students with the specialised and technical language needed to access expeditionary and subject content.

Focused teaching of Tier 2 (cross-disciplinary) and Tier 3 (subject-specific) vocabulary equips students with the language necessary for effective reading, writing, and communication across subjects.

Students explore and work with new material in order to deepen their understanding:

Students need to practise with newly acquired knowledge (often in different forms or contexts) to strengthen connections and deepen understanding.

Exploring new material helps students connect it to what they already know, strengthening understanding and memory

Allowing students to explore new material fosters curiosity and active participation, which are essential for meaningful learning.

In summary, the 'Construct' phase is the scaffolding on which deeper understanding is built: the teacher input, the collaborative work, the enquiry etc. It provides the structure and support for students to learn about new knowledge and new concepts. Through deliberate teaching and structured thinking, students become ready to apply their learning to activities to 'show that they know.'

CP29
The 'Demonstrate' phase

The 'Demonstrate' phase is where students apply and show what they have learned. It is the moment in the learning process where understanding becomes visible, thinking becomes tangible, and students are given the opportunity to express, refine, show and reflect on their learning in relation to the lesson's Learning Targets and expedition goals.

The phase is a deliberate, reflective opportunity for students to evidence progress, test ideas, and begin to transfer their knowledge and progress to long term memory. This aligns directly with our wider purpose: to help students become leaders of their own learning, capable of working independently and collaboratively to produce beautiful work.

Learning is most effective when students can link new knowledge to existing schema, and the 'Activate' phase is our response to this - a deliberate opportunity to prime learning by tapping into what students already know, think, or feel about the topic at hand.

In our mixed ability classrooms, the skill of the teacher is crucial in ensuring that all students can access learning and make meaningful progress. This involves providing appropriate scaffolds to facilitate understanding without compromising high expectations, alongside monitoring progress while students are actively engaged in demonstrating their learning.

Just as with 'Construct', the success of the 'Demonstrate' phase depends on the culture in the classroom. Within a Crew culture, students feel safe to share work-in-progress, give and receive critique, reflect honestly on their learning, and take risks without fear of failure. When students know their work matters, and that feedback is kind, specific and helpful, they are more likely to persist, revise, redraft and take pride in their learning.

Specifically:

Students demonstrate what they have learned (Show they know):

So as a teacher we know what students have understood and what they have not. So students know what they have learnt and what they still need to learn;

Providing opportunities for students to apply new learning reinforces understanding, builds fluency, and helps transfer knowledge into long-term memory;

Providing appropriate challenge, support, and scaffolds ensures that all students, regardless of ability, can access tasks and make meaningful progress;

Critique protocols promote specific, kind, and helpful feedback, encouraging students to engage deeply with content and refine their ideas across multiple drafts;

Deploying a range of checking for understanding strategies allows teachers to identify misconceptions, adjust instruction, and provide targeted support.

"The 'Demonstrate' phase is where learning becomes visible, where students apply and express what they've come to understand. It offers opportunities for securing progress, deepening thinking, and preparing for beautiful, meaningful work."

In summary, the 'Demonstrate' phase is where learning becomes visible, where students apply and express what they've come to understand. It offers opportunities for securing progress, deepening thinking, and preparing for beautiful, meaningful work. In this phase, students aren't just completing tasks, they're proving to themselves and to others that they are learning.

CP30
The 'Consolidate' phase

The 'Consolidate' phase is the final part of the AC/DC learning sequence - a vital stage where students reinforce what they've learned, connect new knowledge to the bigger picture, and reflect on the learning process itself. It ensures that understanding is not just demonstrated in the moment, but strengthened and retained over time.

We know that learning is most secure when students have the opportunity to retrieve, revisit, and consolidate their knowledge. This phase is where that happens, allowing teachers to close the loop, and for students to integrate and internalise what they've explored and process what they have learned.

Critically, periods of consolidation should be given the time they deserve, they are an integral part of the learning process. From our experience, such phases are often treated as optional or rushed, when the final moments of a lesson are in fact a golden opportunity to recap, synthesise and cement the learning from the session. This involves providing appropriate scaffolds to facilitate understanding without compromising high expectations, alongside monitoring progress while students are actively engaged in demonstrating their learning. A well-structured period of 'Consolidation', whether at the end of the lesson or throughout helps learners organise their thinking, deepen understanding, and build confidence. It's not an add-on; it's a key driver of long-term retention and clarity.

Finally, the 'Consolidation' phase also offers students a platform for ownership and voice. Whether it's a Q&A recap, a structured exit ticket, a Whiparound, or a reflective HoWL discussion, these moments foster metacognition and personal accountability. When students are encouraged to reflect meaningfully, they begin to internalise the habits that drive academic success and character growth through XP's 3D curriculum.
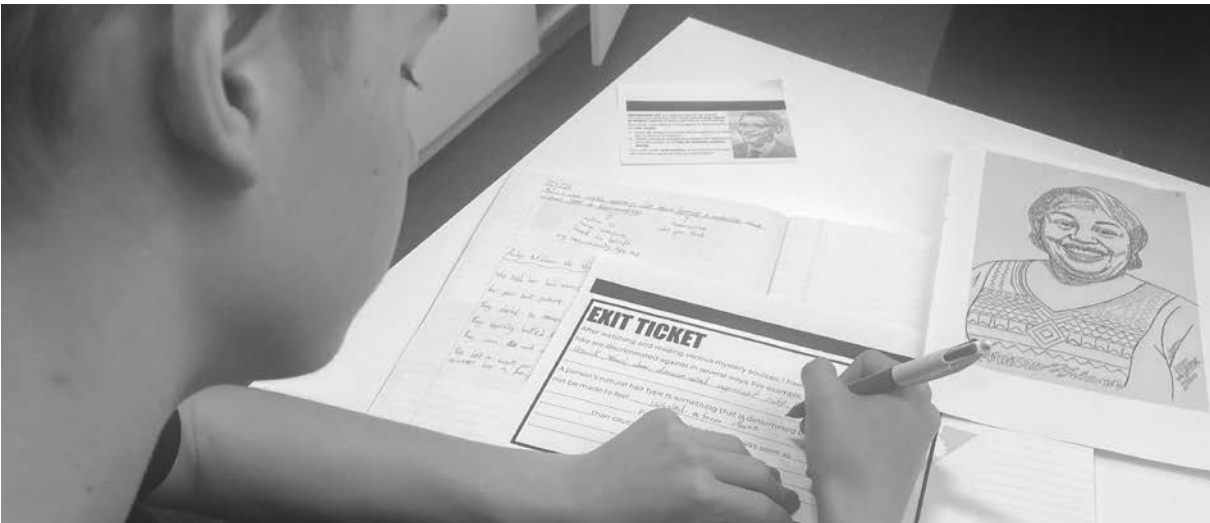
> "...the 'Consolidate' phase is not an add-on, it is a high-leverage moment that supports academic rigour, character development and purposeful classroom culture."

Specifically:

Students have opportunity to reflect on their own learning behaviours (agency) in reference to HoWL target (throughout lesson and/or at end of lesson):

In order to reinforce successful learning behaviours.

Reflecting on 'what' and 'how' we've learned strengthens long-term memory by engaging metacognition, refining learning strategies for deeper understanding.

Celebrating progress against HoWLs helps to positively reinforce the behaviours that we want to promote, instead of purely admonishing those that we don't want.

Reinforcing and valuing HoWLs broadens and deepens those learning behaviours required for our 3D curriculum (academic success, beautiful work and character growth).

Learning is consolidated and key points are reinforced:

Reflecting on 'what' and 'how' we've learned strengthens long-term memory by engaging metacognition.

Returning to and debriefing the lesson's targets consolidates key concepts and knowledge, encouraging students to reflect on their progress.

Celebrating achievements, whether individual, small group, or class-wide, motivates students - reinforcing positive learning behaviour and a sense of accomplishment.

Probing and checking for understanding activities identify misconceptions and remedies them as they arise (allowing the teacher to adjust their lesson planning accordingly.)

In summary, the 'Consolidate' phase is a crucial part of lesson design that offers students the chance to revisit key concepts, reflect on their progress, and make meaningful connections between knowledge and process. Effective consolidation strengthens long-term memory through metacognitive prompts, retrieval activities, and guided reflection on Learning Targets and HoWLs. This phase is also an opportunity to reinforce positive learning behaviours by celebrating growth and surfacing misconceptions in real time. Within the XP model, the 'Consolidate' phase is not an add-on, it is a high-leverage moment that supports academic rigour, character development and purposeful classroom culture.

Insights, reflections, wonders, ideas

CP31
Managing the Active Classroom protocols (MITAC)

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.

We maintain high behavioural and academic expectations for all students by: building excellent relationships; promoting positive behaviour through the concept of 'deposits and withdrawals' with students and parents; and utilising a series of active classroom management protocols.

Management in the Active Classroom (MITAC)[20] revolves around a set of management tools that create engage and motivate 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 - which cultivates 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 ensure engagement, character growth and academic success.

"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."

Teacher presence: This revolves around where an adult stands, their use of eye contact, facial expressions, tone of voice and managing one's emotions: these factors 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 allows adults to create a safe and supportive environment for our children. The co-creation of norms helps 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 five and last five minutes of a lesson provide the essential building blocks for purposeful ends and starts to sessions. Classroom Crews support this process when students 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, and consolidating key learning points, 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 and positively reinforcing good behaviour 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 also explored regularly to give teachers strategies and support.

At XP, MITAC 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.

[20] This Core Practice is based, and draws, on the EL publication: Management in the Active Classroom (Second Edition) by Berger, Strasser, Woodfin (2015)

CP32
Using discussion protocols

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, strengthened by consequential acts of service to others.'[21]

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.

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. These protocols also play a key role in fostering a 'no opt out' culture during student discussions. Teachers mitigate the risk of this by carefully building this practice alongside positive habits, ensuring students are typically kind, helpful and specific when participating. 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.
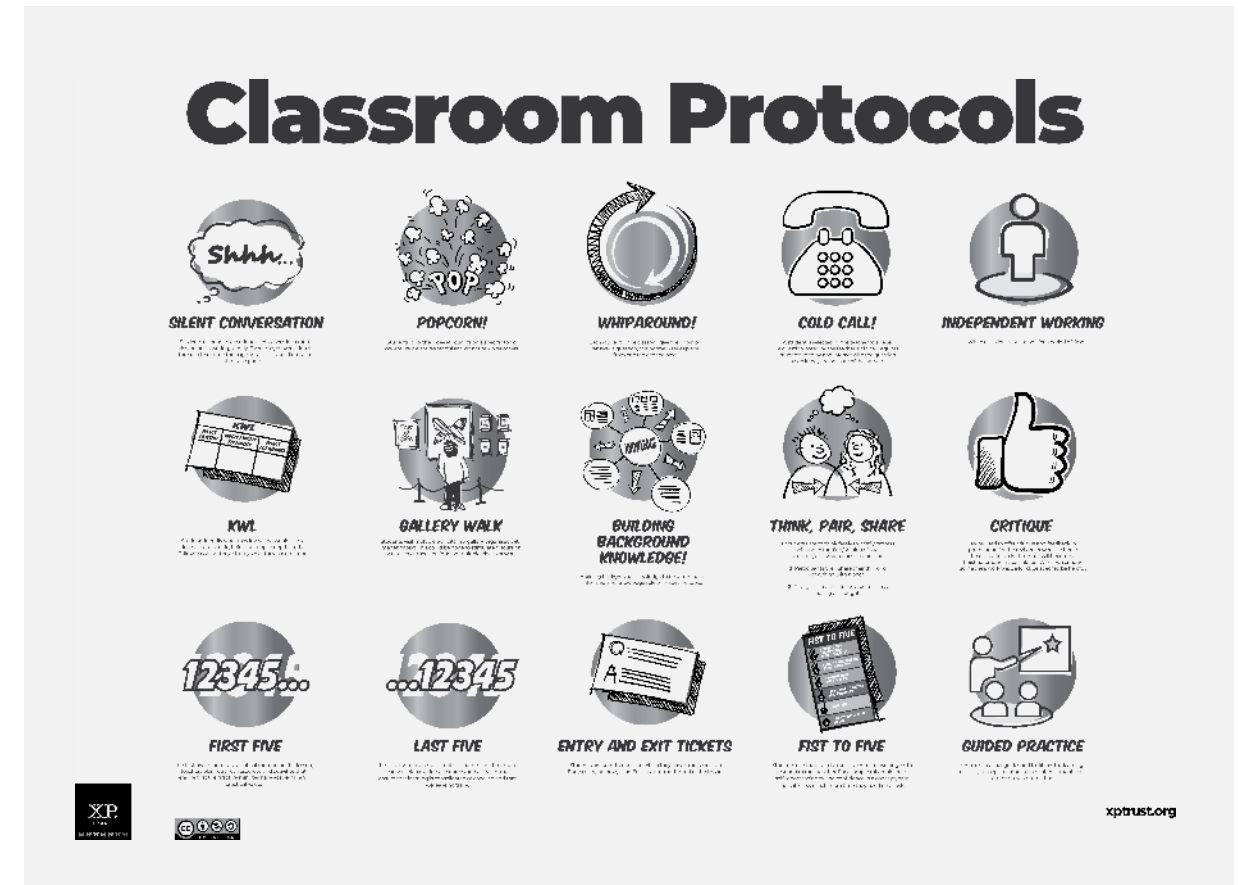
"Discussion protocols bring a sense of familiarity that enables students to engage in powerful conversations."

CP33
Using 'checking for understanding' strategies

Checking for understanding is the backbone of effective instruction. The checking of important ideas and concepts helps teachers 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 ensure learning is accurately pitched for all students;

exit tickets and independent 'prove it tasks' 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;

whiteboards are used to show understanding quickly and comprehensively;

cold calling is used to give purpose and accountability to student engagement and response;

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 teachers 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.

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 following 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 opportunity to apply their skills into an 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 also 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 standard English.

Critique, drafting, redrafting and revising work is structured and built into 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', 'be 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 Practice ensures that all students are fully engaged in this crucial process.

"Checking for understanding is the backbone of effective instruction."

Insights, reflections, wonders, ideas

CP34
Rubrics

The core purpose of rubrics is to demystify the assessment process by providing students with a clear, transparent picture of how their work will be evaluated against specific Learning Targets and character habits. By deconstructing complex standards into understandable criteria, rubrics make academic expectations explicit and attainable.

The impact of this practice is that it empowers students to take ownership of their learning. This clarity allows them to meaningfully engage with the assessment criteria, understand exactly what is required to produce high-quality work, and participate in a student-led assessment process. Consequently, rubrics not only provide a clear pathway for students to meet and exceed expectations but also inspire them to achieve their best and push beyond perceived limitations.

At XP many formally assessed pieces of work have 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 that have been created by leaders and teachers to help students master these standards. Rubrics are often deconstructed further into Supporting Learning Targets 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 to explicitly connect and combine academic work with character growth.

"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."

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 understand what evidence they need to show in their response so that they can achieve their Minimum Expectations (ME's). As stated, rubrics always 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 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 through Learning Targets so that students are clear about what they need to do, and show, in order to at least meet and exceed ME's by producing high quality work.

CP35
Critique

"Through critique students can reflect deeply on the work of others which consequently improves their own."

Critique has been at the heart of our work from the very start of XP. We are committed to engaging students in the assessment process through actively involving them in the structured critique 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 (EL) schools in the USA has supported us to implement this practice across XP Trust [22]. 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 *'Leaders of Their Own Learning',* page 151 (Berger, Rugen, Woodfin)

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

have access to work that relates to the assessment rubric;

comment on and evaluate this work through protocols such as: 'I praise, I notice, I wonder and I suggest;'

work together to share their critique in different contexts for example, self, peer and whole class critique;

engage with rubrics and/or assessment criteria and relate this to the work being critiqued;

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

Critique allows students to develop and form essential Habits of Work and Learning. Through critique students can reflect deeply on the work of others which consequently improves their own.

[22] 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.

CP36
Adaptive Teaching

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 groupings where students learn together regardless of their ability or prior attainment.

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.
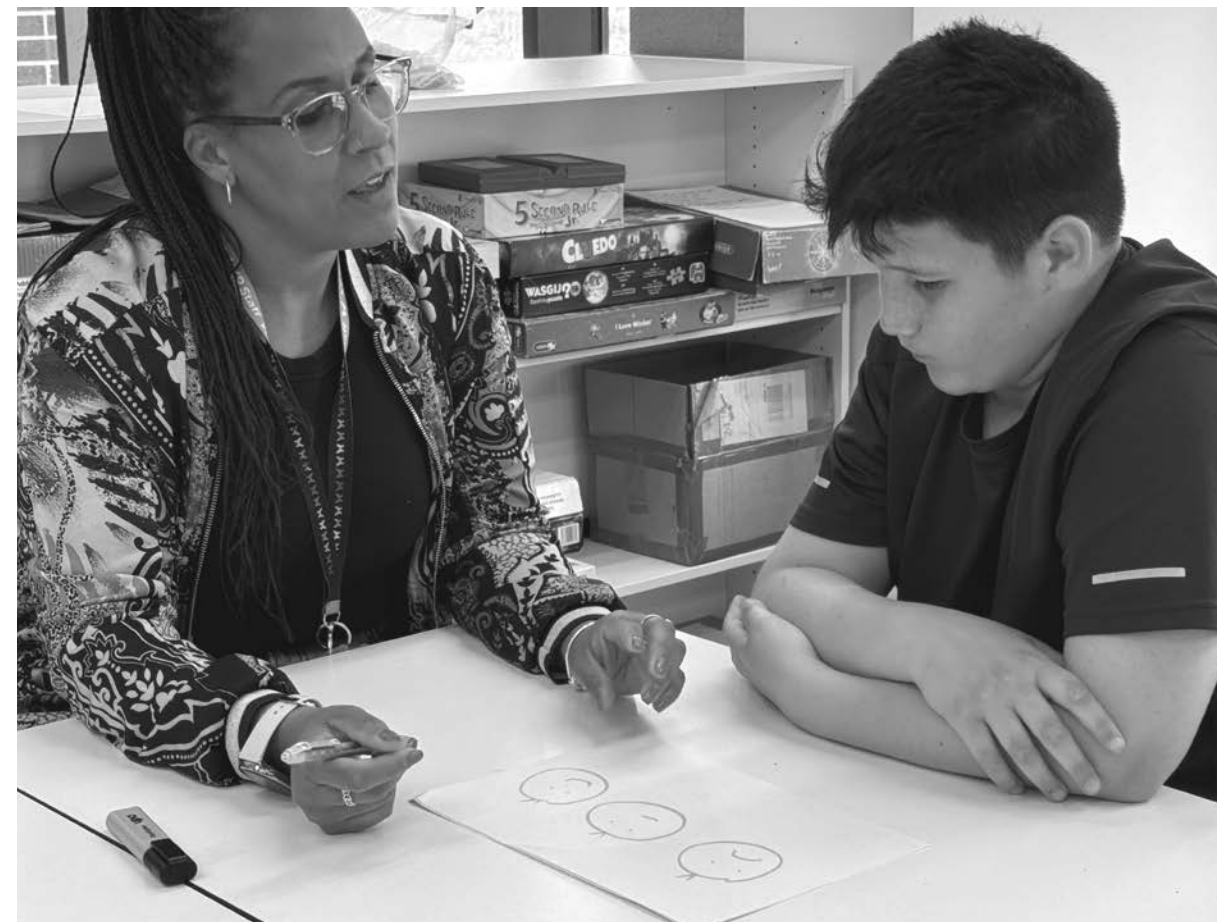
"As one of our Curriculum Seams is 'Diversity and Belonging' it is a cultural imperative that we respect difference and foster inclusivity. One of the ways we do this is by promoting equity through adaptive Teaching and Learning."

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.

CP37
Transitory Displays

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, of key knowledge and the development of key skills. This inextricably links to the understanding and mastery of Learning Targets.

Student learning is displayed to represent the progressive nature of learning through Case Studies and is useful for 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 only as beautifully curated work but also as beautiful representations of students grappling, constructing and reflecting on key concepts, ideas and knowledge. Active displays are purposefully transitory 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 Learning 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

Student draft work

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.

"Displays are used as a resource to further engage students by providing a visual, and interactive, prompt to consolidate, reinforce and connect their learning."

Insights, reflections, wonders, ideas

Elevating beautiful work

"...to empower students to express their 'future self' by thinking about their interests and how they might build on these successes to become the best version of themselves and improve the world around them..."

This section of Core Practices is fundamentally about making learning public, purposeful, and personal. The central purpose running through these strategies is to move learning beyond the classroom walls, transforming learning into a transparent and shared experience.

By systematically showcasing student work through Models of Excellence, portfolios, products, and a variety of presentations, the goal is to make students active and accountable participants in their own education. These practices are designed to empower students to reflect on their progress, celebrate their achievements, and understand how their work can connect with and improve the world around them.

The impact of this approach is a profound shift in school culture and student development. Making work public instils a powerful layer of accountability that inspires students and staff to produce their best, most "beautiful work". This process has a significant effect on student character, developing confidence, oracy, and a sense of agency as they learn to advocate for themselves and their learning. Furthermore, by regularly inviting parents and the community to engage with student learning through events like Presentations of Learning and Student-Led Conferences, these practices build strong, positive relationships and a shared understanding of success.

Ultimately, these practices transform assessment from a simple judgment into a 'meaningful, reflective, and public celebration of learning'.

Section
05

CP38
Models of Excellence

> "Models are essential to use alongside rubrics to make the abstract of assessment criteria a concrete reality."

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 planning, instruction and assessment of student learning.

We also require staff to create and share Models of Excellence so that we can highlight and celebrate high quality, beautiful work with each other and the wider community.

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 or excellence 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 either critiquing a model, or when giving feedback to each other before redrafting work.

General points:

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, I wonder and I suggest.'

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

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 work so it is carefully crafted and of high quality.

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

seeing a concrete example of what 'excellence' looks like for any given piece of work;

seeing what is expected and how they can achieve high levels of quality in their own work;

considering how models relate to rubrics and what are the constituent parts that make them excellent or otherwise;

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

Teachers use Models of Excellence:

as part of instruction so that students can see what excellence looks like;

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

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;

to show students clear examples of what is expected from them;

to share with other staff and the wider community to both elevate our work with each other and the wider world.

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

demystify the assessment process;

celebrate and honour the work of students;

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. It is, indeed, an essential part of our Teaching and Learning model and is a prerequisite in empowering students to create beautiful work. Models are essential to use alongside rubrics to make the abstract of assessment criteria a concrete reality.

CP39
Showcasing Expeditions

Showcasing Expeditions is a powerful realisation of our Design Principle, 'Sharing our Stories'. It is the primary way we make learning public within our professional community, ensuring that the incredible work happening in our schools is visible, celebrated, and used as a tool for collective growth.

This practice allows us to elevate 'beautiful work' by systematically identifying and recognising excellence across the Trust. It builds professional Crew, fosters a culture of shared learning, and ensures that our practice is continually refined through the celebration and analysis of our best work. By sharing our stories, we build community, inspire craftsmanship, and hold ourselves accountable to the highest standards of our Three Dimensional Approach: Character Growth, Beautiful Work and Academic Success..

Our Expedition Showcase is a structured, high-energy event held on Trust-wide Staff Planning Days. At the event expedition teams present their completed Learning Expeditions to their peers. It is not a status update, but rather a celebration and a forum for professional learning. Guided by a clear protocol and rubric, teams share the narrative of their expedition, from the Guiding Question and Anchor Texts to Final Products and Presentations of Learning. The core purpose of the showcase is to allow our staff to act as a Crew, identifying and acknowledging areas of excellence in specific, pre-defined categories.

This process culminates in a Trust-wide recognition that honours the hard work of our teams and provides Models of Excellence for all.

Showcases are a standing feature of Staff Planning Days, providing a structured and recurring opportunity to share and celebrate work.

Presentations are framed around the 'Anatomy of an Expedition' and its related Core Practices. Teams present a concise, five-minute narrative that gives a brief overview and then highlights areas of excellence.

Recognition is focused on specific categories of beautiful work, such as: 'Most Impactful Fieldwork,' 'Most Powerful Presentation of Learning,' and 'Most Agency in a Product.' Each category is supported by a clear rubric.

Following the presentations, facilitators use a digital 'Exit Ticket' to collate feedback and nominate expeditions they believe have met the 'excellence' criteria in the defined categories. This process is facilitated by a Headteacher, Leader or a member of the Executive Team.

The showcase culminates in a closing ceremony where the collated feedback is shared. Teams who have been recognised by their peers are awarded certificates and badges, publicly honouring their contribution to our collective understanding of high-quality work.

Recognition at the phase/year group level is a stepping stone to a larger, annual 'Celebration of Expeditions', where the best work from across the Trust is shared and celebrated by the entire community.

The insights and nominations gathered during the showcase are passed to the Chief Academic Officer or other designated leaders to identify trends, inform professional development, and contribute to the ongoing iteration of our Core Practices.

"By sharing our stories, we build community, inspire craftsmanship, and hold ourselves accountable to the highest standards of delivering our Three-Dimensional Approach."

At XP, we raise the quality of our work and instil accountability by making our work public. The Expedition Showcasing process is another clear example of our unrelenting commitment to creating high quality, beautiful work that engages and empowers our students and the wider community.

CP40
Presentations of Learning

At XP we make our work public. One of the most important ways we do this is through Presentations of Learning (PoLs). These events 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.

Presentations of Learning 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 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 a Learning Expedition and link explicitly to our Design Principle of 'Building Community'. Presentations of Learning are planned opportunities for our students to not only share their beautiful work and learning but to grow their confidence and character through performance.

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 created in SOS to mitigate this risk .

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.

5 **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.

Presentations of Learning are essential in developing student oracy, agency and confidence. They elevate student learning by showcasing the work that our young people complete, making the work we do publicly accountable and, therefore, compelling and beautiful work.

"At XP, we make our work public."

CP41
Products

Products are the way in which students show activism in its purest form. It is essential 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.

Final Products are created by students and are a visceral output that culminates student learning. The most effective products connect with the community and have legacy. Furthermore, 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. As stated, the most impressive products live beyond the school and impact positively on the community and wider world so this is a key factor when decisions are made about the nature of a product.

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.[24]

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? What backfilling of subject content might we need to do after the completion of a front loaded product? Etc.

2 **To develop deliverables** - by completing a Model Product staff understand the milestones in learning that are needed to be able to create a product.

3 **To ensure there is a symbiotic link** between the learning and the product so that the knowledge students have acquired is powerful.

4 **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.

"Successful products allow students not only to express their learning but to express who they are and are one of the key ways we build community, share stories and elevate beautiful work."

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

Published books both fiction and non-fiction

Films and documentaries

Radio plays and broadcasts

Information panels and boards

Leaflets

Educational resources (including digital resources)

Posters, charts, maps and timelines

Board/Card/Computer games

Performances and writing dance, drama and music

Artwork (including sculptures)

Final 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. Successful products allow students not only to express their learning but to express who they are and are one of the key ways we build community, share stories and elevate beautiful work.

151

CP42
Portfolios

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 student progress and attainment 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 aspects of the curriculum they have mastered and what they have found challenging. Academic Pledges are then made by students to specifically work on areas that need improvement.

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 principles of both 'activism' and also '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 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.

"We are proud to make our learning transparent and this adds a layer of accountability that inspires students to complete their best work."

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 that indicates** which expedition it is from, and links to the contents page so readers of the portfolio can easily match student work to the Learning Targets and standards.

Typical pieces of work placed in a Portfolio would include:

Assessments

Printed out Google Docs

Rubrics with evidence of reflections, critique, JOLT and FIX

Examples of text coding

Exit tickets

Annotated work

References to digital evidence and Final Products

What do students use portfolios for:

Student Led Conferences, Passage Presentations and Final Word

Presentations of Learning

Ambassador Tours and Student-Led Visitor Workshops

How do staff use portfolios:

In expedition sessions - time is allocated by staff to allow students to add beautiful work, as appropriate.

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.

For sharing high quality work and Models of Excellence across teams (Expedition and Subject Teams)

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.

Insights, reflections, wonders, ideas

CP43
Student Led Conferences

At XP, our students lead their own learning. One of the ways we do this is through our programme of Student Led Conferences (SLCs). Student Led Conferences give children the opportunity to share the information that they feel best reflects their learning journey and allows them to reflect on this pivotal question, 'Am I moving towards where I need to be?' SLCs ensure that our young people engage with, and reflect on, all the elements of the Narrative for Success and share this with both their parents/carers and their Crew Leader.

Therefore, 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 mastery or otherwise of 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 and allow young people to meaningfully present their learning, be accountable for their progress and make academic pledges for improvement.

SLC's put students in charge of sharing information about their progress with their families. Students learn to advocate for themselves as 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 and take responsibility when they do not. SLC's also greatly enhance family engagement. The conference structure builds family members' interest and understanding in what has been happening in the classroom, allows them to celebrate progress and become an integral part of future pledges regarding academic progress. This is one of the ways that relationships among students, family members and staff are strengthened at XP.

"Students reflect on the assessment process, identify areas for improvement and celebrate successes, showing pride in their work and progress."

Student role

The student is the main player of the SLC. 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 lead or 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

Some schools have developed rubrics to emphasise the importance of Student Led Conferences. In these circumstances students are graded against two aspects; quality of the student's portfolio and the quality of the student's presentation.

Subject Student Led Conferences (SSLCs)

In our secondary schools, Teacher/Student Led Conferences (TSLCs) take place during Y10 and Y11 as students work towards and prepare for their GCSEs.

Subject Student Led Conferences allow students to have the opportunity, alongside their teachers, to share key information from mock examinations with their parents that specifically links to subject disciplines. Students reflect on their current academic attainment and achievement, along with their HoWLs. The SSLC, like SLCs, replaces a traditional parents evening.

During SSLCs, students reflect on their recent mock exams, with a focus on 'What Went Well..' and 'Even Better If...' and may show work from sessions to support this, as well. It is a subject-specific conversation, led by the student who will first discuss strengths in their work and ultimately leads to a robust conversation about next steps. Subject teachers will support the conversation; however, student voice is predominant in these discussions.

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

CP44
Passage Presentations

Passage Presentations, like SLCs, are an important rite of passage for students at XP. They are used at key points to challenge our young people to prove their readiness for either GCSE at secondary or their next Key Stage at Primary Schools. They allow time to reflect on progress both in terms of academic success and character growth and showcase their achievements to a wider audience.

Passage Presentations also promote the notion of the creation of beautiful work and often focus on the young person's progress towards becoming a better writer, mathematician, artist and scientist through the work they have crafted.

In addition, a key aspect of Passage Presentations is to empower students to express their 'future self' by thinking about their interests and how they might build on these successes to become 'the best version of themselves' and improve the world around them in the possible future.

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. There is also a focus on character growth and how they have contributed to our culture of Crew. Students present evidence of mastery of Learning Targets and growth in all of the disciplines that they study, as well as highlighting areas for improvement through continuing to develop and form Habits of Work and Learning. These presentations are carried out to an audience of parents, Crew Leaders, Governors/Directors, local community members, and are assessed on a pass/fail basis.

These judgments relate to rubrics on 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 parts of it, either where they have not met the expected standard or, all of the presentation, if it is below standard in every area.

"Passage Presentations transform assessment from a simple judgment into a meaningful, reflective, and public celebration of learning."

Passage Presentations are intended to achieve the following objectives:

To build student investment in high-quality, beautiful work.

To hone oral presentation and critical thinking skills in our young people.

To assess the skills and knowledge of students.

To increase students' accountability concerning character development.

To provide families and communities with an understanding of the standards, Learning Targets and Habits of Working and Learning that we use to measure success.

To give students an opportunity to synthesise their learning and reflect on their progress.

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

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 and ensuring that the passage schedule is followed as closely as possible. Crew Leaders support students who fail to meet the Passage Presentation criteria, supporting them in improving their work and re-presenting where required.

In conclusion, Passage Presentations serve a multifaceted purpose that extends far beyond a traditional presentation. They are designed to make students active participants in their own educational journey. As stated, the core purpose of these presentations is to compel students to synthesise and reflect upon their learning, demonstrating not just academic knowledge but also personal character growth and readiness to advance to the next stage of their schooling or the world of work. By requiring students to articulate their progress as writers, mathematicians, artists, and scientists, the presentations foster a deep investment in producing high-quality, beautiful work and hone essential skills like oral communication and critical thinking.

The impact of this process is significant and widespread. For students, it is an empowering rite of passage that builds accountability, provides a 'real world' context for their achievements, and encourages them to envision their 'future self'. For the school, it reinforces our culture of excellence and building community through our culture of Crew. For parents and the wider community, it offers a transparent window into the school's standards and provides a celebratory platform to witness and acknowledge the holistic development of its students, solidifying the partnership between home, school, and community.

Ultimately, Passage Presentations transform assessment from a simple judgment into a meaningful, reflective, and public Celebration of Learning (CoL).

CP45
Final Word

Final Word is the last formal presentation that students deliver at XP. Final Word provides students with an opportunity to reflect on their learning, celebrate their achievements, and consider how far they have grown their character at the end of their time at their XP school as well as their readiness to move on to the next phase of their education.

Students can invite whoever they want to their Final Word presentation and this usually includes parents, close friends, Crew Leader, teachers and other adults who have helped to support them through their time at a XP school. This provides a platform for those closest to a student to share in their story, their successes and their future aspirations.

Final Word presentations are emotional and powerful, allowing students to appreciate those who have helped them most, as well as providing their invited guests with a chance to celebrate and voice their appreciation of the progress and growth the student has achieved at the end of their learning journey at XP.

Final Word empowers students to:

celebrate their high-quality work and character growth over the course of their time at an XP school;

further hone their oral presentation and critical thinking skills;

provide families and communities with an opportunity to honour and celebrate student success;

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

demonstrate preparedness to advance to their next destination in either work or education;

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

Students build their presentation around our Three Dimensional Approach at XP referencing:

How they have grown their character.

Highlights of the beautiful work they have created in their time at XP.

The longitudinal academic progress and success they have achieved.

"Final Word provides a platform for those closest to a student to share in their story, their successes and their future aspirations."

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

Final Word protocol (example)

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 students are most proud of, how they have grown as a person and how ready they are to make their next steps beyond XP.

Therefore, in summary, the purpose of the Final Word presentation is to serve as a deeply personal and celebratory culmination of a student's journey at XP, rather than a final academic assessment. Its core function is to provide a dedicated platform for students to pause and synthesise their entire experience - reflecting on their character development, celebrating the 'beautiful work' they are most proud of, and acknowledging their academic progress. It is a structured moment for students to articulate their story, express gratitude, and confidently demonstrate their readiness for the future, whether in further education or the workplace.

The impact of this process is both profound and personal. For the student, it is an empowering and often emotional rite of passage that solidifies their growth and achievements, providing a powerful sense of closure and accomplishment. For the invited family, friends, and mentors, the impact is equally significant; it transforms them from passive spectators into honoured guests who actively share in the student's story. This creates an intimate and meaningful celebration that honours not just the student's success, but also the community of support that helped them achieve it.

Ultimately, Final Word reframes graduation from a simple presentation into a powerful, personal narrative of who the student has become and where they are going next.

Insights, reflections, wonders, ideas

Learning Beyond the Classroom

"They provide visceral, hands-on opportunities for students that are connected to the curriculum to develop skills, deepen knowledge, and apply this to solving real life issues."

This section of the Core Practices, Learning Beyond the Classroom, highlights the core belief that education should not be confined within the four walls of a school building. The central purpose of these practices is to intentionally extend learning into nature, the community, and even into students' own time, creating a richer, more holistic educational experience.

Initiatives like XP Outdoors, the Duke of Edinburgh's Award, and the voluntary Saturday programme, D6, are designed to connect curriculum with the real world, fostering a deep appreciation for the environment, building character, and empowering students to take ownership of their own learning journey. They provide visceral, hands-on opportunities for students that are connected to the curriculum to develop skills, deepen knowledge, and apply this to solving real life issues: and, as a result, be made to see 'more in themselves than they know.'

The impact of these programmes is transformative, extending far beyond academic achievement. By engaging in challenging outdoor expeditions and student-led study sessions, students cultivate crucial life skills such as resilience, independence, self-determination, and confidence. These experiences have a hugely positive effect on both physical and mental well-being, strengthening relationships and building a powerful sense of Crew.

Furthermore, by providing safe, supportive, and student-directed learning environments outside of normal school hours, these practices have a proven and significant impact on academic outcomes, particularly for disadvantaged and SEND students, ensuring that every child has the opportunity to become the best version of themselves.

Section
06

CP46
XP Outdoors

XP Outdoors is 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.

XP Outdoors is an integral part of our learning at XP 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.

Spending time 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 & Learning Beyond the Classroom (LBtC) curriculum includes opportunities for other subjects to be taught outside the classroom to enhance Learning 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 and facilitating XP Outdoor opportunities and encourages staff to develop their skills and knowledge to broaden the capacity for staff to enable students to learn outside the classroom more frequently. 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 outdoors.

"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."

XP Outdoors Lead

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

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

XP Outdoor Leads share their 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 develop protocols to mitigate these barriers.

XP Outdoors Curriculum

We work collaboratively to design an XP Outdoor curriculum which we expect our schools to follow.

The XP Outdoors curriculum strands run through Learning 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. In addition, XP University offers courses and training for all staff to develop their skills and knowledge for getting outside.

CP47
Duke of Edinburgh
Award Scheme

The Duke of Edinburgh Award Scheme (DofE) is an inherent part of XP's curriculum in Key Stage 3&4. The DofE scheme enables students to connect with their natural environment and has a positive impact on student wellbeing.

The DofE scheme connects to our Expeditionary and Crew curriculum, where appropriate, providing visceral and experiential opportunities to deepen knowledge and develop skills as well as linking to our Habits of Work Learning. The DofE programme includes activities that encourage personal development, build positive relationships and challenge students to see 'more in themselves than they know.'

All secondary schools within the Trust are licensed to deliver the DofE Award. An experienced team of XP staff lead students through to completion of this internationally recognised qualification. All Year 9 students are expected to engage and complete the Bronze DofE programme. The DofE lead and Expeditions Supervisor ensure any reasonable adjustments are made to enable students to succeed.

The Silver DofE award is offered voluntarily to students in Year 10 who have good or improving HoWLs. Many students choose to continue and progress onto the Silver level where students are encouraged to become more independent and take responsibility for securing their achievements.

"The DofE programme, when successfully completed, enables students to grow their character and build confidence whilst connecting with and understanding their place in the wider world."

DofE staffing structure

Every secondary school has a DofE Manager that leads their school to develop and implement a DofE Bronze and Silver programme.

Schools provide opportunities through Crew and other sessions to complete the volunteering, skill and physical sections.

Trained expedition supervisors ensure appropriate expeditions are planned, and that students are trained in the relevant skills needed to engage in, and complete, a practice and qualifying expedition following the DofE expedition training framework.

DofE Curriculum

Schools create a DofE narrative including: a Guiding Question, Learning Targets and Case Studies and that is mapped, where appropriate, into Learning Expeditions and Crew.

Schools ensure that all programmes of activities are accessible, and reasonable adjustments are made, to ensure equity of access to the scheme at Bronze level.

The DofE award at XP always culminates in a Celebration of Learning (CoL) where students' success is shared with parents and the wider community.

The DofE programme, when successfully completed, enables students to grow their character and build confidence whilst connecting with and understanding their place in the wider world.

CP48
D6

D6 (Day 6) is a voluntary Saturday morning programme at XP Trust schools, running from approximately 9:00am to 12:00pm. Its primary purpose is to empower students to lead their own learning by providing a safe, secure, and conducive environment for independent study and revision.

Inspired by the success of a similar initiative at Matthew Moss School, Rochdale, D6 aims to improve academic outcomes, particularly for disadvantaged students, while fostering crucial wider life skills such as resilience, independence, self-determination, and self-efficacy. It is built on a culture of strong relationships and social equity, offering an alternative learning environment outside of regular school hours.

"D6 aims to improve academic outcomes, particularly for disadvantaged students, while fostering crucial wider life skills such as resilience, independence, self-determination, and self-efficacy."

The D6 programme's content is student-directed and flexible, designed to meet diverse individual needs. Key elements include:

Independent study and revision: Students are given the space and time to work on homework, coursework, or revise for exams. The environment is relaxed but purposeful, allowing students to work socially or independently as they see fit.

Peer coaching: A central component of D6 is the support provided by Student Learning Coaches, who are typically older students (e.g. Year 13) who have recently gone through similar academic experiences at XP. Their role is to facilitate learning, offer peer-to-peer advice, and provide a relatable perspective, rather than didactic instruction. They help students develop confidence, effective study habits, and metacognitive strategies.

Staff support: School staff are present to offer logistical support, ensure safeguarding, and provide refreshments. They are not typically attached to student groups, allowing for student-led and student supported learning.

Personal development and careers guidance: Student Learning Coaches engage in personal development discussions with students, including conversations about future college and university plans. Staff Learning Coaches also offer informal careers advice, such as assistance with CVs.

Relationship building: The programme emphasizes building strong, respectful relationships, drawing on principles similar to Transactional Analysis, which fosters adult-to-adult interactions and positive communication. The 'Crew' metaphor, central to XP's culture, reinforces this idea of mutual support.

Resource access: Student Learning Coaches are provided with resources, such as access to online exam papers, to better support students.

The D6 programme has demonstrated a significant positive impact on students, particularly those from disadvantaged backgrounds:

Improved academic outcomes: Data from the Matthew Moss School model, which inspired D6 at XP, showed a compelling impact on attainment and progress, especially for disadvantaged students who attended regularly. Learners attending D6 at Matthew Moss on average achieved an entire grade higher than those who didn't, with a particularly large impact on students in receipt of pupil premium. Initial analysis at XP clearly shows that students who regularly attend D6 perform incrementally better than students who do not.[25]

Enhanced student engagement and confidence: Students who participate in D6 often show increased confidence in their own abilities and greater engagement with learning. Even initially resistant students have found value in the programme, completing assignments and developing a positive attitude towards extended study.

Development of life skills: D6 fosters self-reliance, independence, and resilience, enabling students to take ownership of their learning journey. It helps students overcome setbacks and develop positive attitudes and strategies for learning.

Positive role models: Student Learning Coaches serve as positive role models, offering relatable advice on academics and broader life steps after GCSEs. The experience is also highly rewarding for the Student Learning Coaches themselves, enhancing their sense of responsibility and scrutinizing their own revision plans.

Safe and Conducive Learning Environment: The programme provides a quiet and safe space that students value for focused work, collaborative study, or simply a conducive environment away from home distractions.

In summary, D6 at XP Trust is a powerful enrichment opportunity that extends learning opportunities beyond the traditional school day, leveraging peer-to-peer support and a student-centred approach to significantly enhance academic achievement, personal development, and overall well-being for students.

25 D6 Evaluation Report December 2021, written by Dr Richard Pountney.

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Conclusion

Thank you

"...our relentless pursuit to create beautiful products that connect to, and positively change, ourselves, each other, our community and the wider world."

"This document is intended to be a living resource that evolves through the collective experience, critique, and wisdom of our Crew."

In conclusion, these Curriculum Core Practices are far more than a set of educational strategies; they are the essential, interwoven threads that hold together the structural integrity of the XP model. Crucially, they must be used as a constant reference point and the foundation for all CPD opportunities to ensure we maintain and sustain this integrity.

They are the tangible expression of the belief that learning must be challenging, rewarding, purposeful, and public. By creating a consistent and powerful ecosystem; where the collaborative spirit of Crew underpins rigorous academic Learning Expeditions, and the relentless pursuit of beautiful work is guided by models and critique - these practices ensure that the school's ambitious vision is a daily reality for every learner.

This is not just about what students learn, but fundamentally how they learn and who they become in the process.

This unwavering commitment to the model's integrity is precisely what inspires students to become more than just learners; it positions them as emerging activists and agents for social change. When students engage with real-world problems, create work for an authentic audience, and publicly present their learning, their education gains a profound sense of purpose. They are no longer passive recipients of information but are empowered to see their knowledge as 'powerful' and a means to action. They learn that their voice matters and that their work can have a tangible, positive impact.

Ultimately, the importance of these Core Practices lies in their collective power to cultivate citizens who are not only academically prepared but are also driven by character and compassion. By demanding high-quality, purposeful work and extending learning far beyond the classroom, this framework equips students with the skills and, critically, the mindset to contribute meaningfully to their communities. It charges them with the responsibility to use their education to understand, critique, and ultimately, improve the world around them, ensuring they are ready not merely for their next test or exam, but for a life of active and engaged citizenship.

First of all, thank you to all the Heads, Leaders and staff across XP Trust for making suggestions, proofreading and checking the accuracy and veracity of the Curriculum Core Practices.

Secondly, thank you to our Executive Team - Jamie Portman for revising and rewriting Section Four in light of the changes to our Teaching & Learning model; Mark Lovatt for helping design the former and for writing CP24; Kate ap Harri for the Core Practices for Outdoor Learning and Gwyn ap Harri for starting this whole project with me back in 2014. In addition, I would like to appreciate Ricky Elderkin for designing and creating this beautiful document, Chris Marsden for getting the document ready for print and the wider Communications Team for their input and support.

Finally, remember these are our Core Practices and they serve as the essential blueprint for our educational model. It is designed to be a foundational reference point for all staff, providing clarity and consistency across our schools. Its primary purpose is to help us sustain and maintain the integrity of our work, ensuring that every aspect of our practice is aligned with our core values and ambitious vision for student learning and character development.

It is crucial, however, to recognise that these practices are not static. Indeed, this is an iterative document. It is intended to be a living resource that evolves through the collective experience, critique, and wisdom of our Crew. We expect it to be revisited, discussed, and refined, ensuring that our model remains robust, responsive, and ever-improving in our relentless pursuit of excellence.

And on that note, here's to the second edition!!

In Crew, always

Andy Sprakes
Chief Academic Officer
XP Trust

Glossary of terms

AC/DC Model - The XP Trust's Teaching and Learning model that provides a template and structure for lesson design.

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.

Assessments - Activities designed to assess what students know and what they still need to learn. They are standards-based and planned to assess Long Term Learning Targets (LTLTs) and/or Supporting Learning Targets (SLTs).

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 to consider and care more deeply about the 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.

Common Assessments - are designed by subject teams to test key concepts or skills and are used to inform interventions and student grades. All assessment activities are moderated within subjects to ensure grading consistency.

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 - These maps capture the curriculum as a whole, contextualising and connecting subject disciplines into powerful Learning Expeditions. They are the first step in developing rigorous and progressive Learning Expeditions in primary schools. The maps are constantly under review and can be adapted to allow for the creation of new expeditions or modifications to existing ones.

Curriculum Seams - The three key concepts around which we build our Learning Expeditions: 'protecting our planet,' 'standing for social justice,' and 'cultivating diversity and belonging.'

Degunge - Ensuring that we are stewards of our environments, we always tidy where we have been and 'leave no trace'.

Design Principles - The principles that determine everything we do at XP articulated in a simple sentence: 'As stewards 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.

Extended Study - The term used to describe work that is set for students to complete outside of session time to support their further learning. We do not use the term 'homework' as this definition is too narrow.

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 6 and 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.

Five Year Curriculum Plan ('Subject on a Page') - A document used in secondary schools that outlines what will be taught from Year 7 to Year 11. It is designed to sequence learning in the correct order to ensure progression is built-in. It also facilitates a 'spiral curriculum' by ensuring complex ideas are revisited and reinforced in different contexts.

Gradebooks - Commonly formatted subject-specific documents used to record student grades against agreed standards or Learning Targets. They include students' minimum expected grades so teachers can analyse student performance.

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. The Guiding Question is a key area of alignment for common expeditions running across different schools in the Trust.

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 (LT's) - Goals for lessons and projects derived from National Curriculum standards. They are written in concrete, student-friendly language and tracked by students and teachers. Long Term Learning Targets (LTLTs) express the intended learning for an entire Learning Expedition and are a key point of alignment across the Trust. Supporting Learning Targets (SLTs) are smaller-scale targets that scaffold towards the LTLTs. Lesson plans are derived directly from these targets.

Minimum Expectations (ME's) - 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.

Narratives - The story of the Learning Expedition co-created by staff before the start of the expedition.

Passage Presentation - Formal presentations planned and delivered by students at significant stages of their school life, for example, moving between key stages such as Key Stage Three into Key Stage Four. In this instance, students have to show their GCSE readiness. These are high stakes, public presentations where students are judged against rubrics in a number of different areas.

Planning for Progress (P4P) Document - A key document in secondary schools that acts as the 'Rosetta Stone' linking curriculum planning to classroom delivery. It translates the big-picture curriculum into more detailed mid-term plans within Learning Expeditions and reinforces the Trust's teaching and learning model (AC/DC).

Powerful Knowledge - Knowledge acquired by students that is then used to affect positive social change. (See Bringing Knowledge Back In: From Social Constructivism to Social Realism in the Sociology of Education. M. Young 2008.)

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 - Used predominantly in Primary Schools as documents designed to outline the specific key concepts, knowledge, skills, and understanding that students need to master. They articulate what students need to learn each year to build knowledge progressively and develop skills incrementally. These maps are used to ensure the curriculum is sequenced in a purposeful and progressive way.

RAG Rating - This is the methodology used to rate our coverage of standards in Primary Schools. Red = not covered; Amber = partially covered; and Green = covered comprehensively. This information is then used to influence the future planning of expeditions for individual year groups/cohorts.

RMIs - RMIs are an abbreviation for 'Risk, Mitigation, Impact', and they are an integral part of our 'Impactivity' model for 'figuring things out, and making things happen'.

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 rooted 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 (and EYFS) standards students that support our planning of Learning Expeditions and that learners will meet in the course of their expeditions.

Standards Maps - Documents used in Primary Schools that allow teachers to systematically track the curriculum experience of students by mapping engagement with specific standards in each subject. Teachers RAG rate the depth of coverage of each standard (Red, Amber, Green) to identify gaps and inform future planning.

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 of 'Work Hard, Get Smart and Be Kind'.

Subject Intent Statements - A document that embodies the belief about how a subject should be taught and the kinds of learning activities students will experience. The statement sets out how students will learn in a particular subject, how this links to Learning Expeditions and should be evident in lessons and student work. They are reviewed annually by subject teams.

Subject Reviews - A regular review process for subjects led by Trust Subject Leads, School Faculty Leads, and senior staff. The process involves assessing evidence from classroom observations, student work, gradebook data, and student feedback to share best practice and identify areas for improvement.

Teams - The collective noun we use to describe groups of staff.

Toby's Law - The process followed to ensure culmination, completion and curation of Learning Expeditions.

XP Trust
Core Practices
Curriculum

BUILDING COMMUNITY

ACTIVISM

LEADERSHIP

EQUITY

SHARING STORIES

XP Trust Curriculum Seams

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XP is a multi-academy Trust.