



Producing High Quality Work



Rubrics (CP14)

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

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

Every qualitative piece of work has an assessment rubric that is shared with students outlining how they will be graded and includes differentiated success criteria for each learning target. This allows students to interrogate and explore the standards that they are being assessed on and what evidence they need to show in their response so that they can achieve their Minimum Expectations. As stated, rubrics 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 Minimum Expectation (ME's) in each subject and are crafted to ensure students are sufficiently challenged and supported so they can make realistic progress, through hard work and diligence, but are not limiting factors.

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



Models of Excellence (CP15)

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

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

- 1 Share models of high quality work that relate to the assessment rubric.
- 2 Comment on and evaluate these models through protocols such as: 'I praise, I notice and I wonder.'
- 3 Use the knowledge acquired to comment and critique each other's work as well as their own.
- 4 Work together to share their critique in different contexts for example, self, peer and whole class critique.
- 5 Engage with rubrics and/or assessment criteria and relate this to the work being critiqued.
- 6 Apply critique to redraft and improve their work so it is carefully crafted and of high quality.

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

- 1 Seeing a concrete example of what 'excellence' looks like for any given piece of work.
- 2 Seeing what is expected and how they can achieve high levels of quality in their own work.



- 3 Considering how models relate to rubrics and what are the constituent parts that make them excellent.
- 4 Use models to reflect on and assess their own work as part of self, peer and group critique.

Teachers use Models of Excellence:

- 1 As part of instruction so that students can see what excellence looks like.
- 2 As part of critique sessions to allow students to engage with rubrics allowing them to reflect on their own work against an excellent model.
- 3 To keep coming back to models that are embedded in planning throughout expeditions, and as part of assessments to raise the bar for quality of student work.
- 4 To show students clear examples of what is expected from students.

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

Demystify the assessment process

Celebrate and honour the work of other students

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

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



Critique (CP16)

Critique has been at the heart of our work from the very start at XP. We are committed to engaging students in the assessment process through actively involving them in the structured scrutiny of each other's work and models of excellence. Students are provided with opportunities to define the qualities of the work that make it successful and to suggest ways that the work can be improved further. Students subsequently apply this knowledge to further enhance and improve their own work. This is, by definition, empowering students to lead their own learning. Indeed, the important and compelling work done by Expeditionary Learning Schools in the USA has supported us to implement this practice across our Trust⁶.

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

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

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

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

- 1 Have access to work that relates to the assessment rubric.
- 2 Comment on and evaluate this work through protocols such as: 'I praise, I notice and I wonder.'
- 3 Work together to share their critique in different contexts for example, self, peer and whole class Critique.

- 4 Engage with rubrics and/or assessment criteria and relate this to the work being critiqued.
- 5 Apply critique to redraft and improve their work so it is carefully crafted and of high quality.

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



⁶Chapter 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.



Presentations of Learning (CP17)

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

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

Before the PoL, the following is essential:

- 1 Time is planned into the expedition overview to allow students to have appropriate time to prepare for their PoL, to ensure high quality.
- 2 The purpose of PoLs is discussed by students and expedition teachers, and a protocol agreed, so that there is clarity about their importance.
- 3 To ensure PoLs are effective, students are coached on their use of voice and presentational skills such as: projection, pace, emphasis, eye contact and body language.
- 4 Attendance at PoLs is an essential part of students completing their expedition. If students do miss a PoL for any reason there is an expectation that they will present their learning on their return to school in either Crew or a community meeting.
- 5 Attendance by parents is also an expectation and needs following up if this does not happen and an RMI is created in SOS.
- 6 Dates and times of PoLs are shared on the website at least two weeks before the event.
- 7 Consideration of past audiences and venues should be a key focus for expedition teams so that expectations for students are progressively raised.



During the PoL the following is essential:

- 1 Students introduce and lead the PoL.
- 2 Students support and challenge each other to present their learning in an appropriate manner.
- 3 An exit ticket is introduced at the start of the PoL. This is filled in by guests so that they participate actively in the PoL.
- 4 Students close the PoL appropriately.
- 5 That students/staff are stewards and everything is cleared away so that school can function effectively the following day.

After the PoL the following is essential:

- 1 A full debrief of the PoL needs to take place as soon as possible after the event.
- 2 Findings from the debrief need to be included in the expedition review so that iterations/suggestions can be acted upon in readiness for future PoLs.
- 3 That student's work is celebrated and honoured through a post on the website.
- 4 Any students who have missed the PoL need to present their learning as suggested in point 4 'Before the PoL'. This needs to be actioned by the expedition lead with the support of the student's Crew Leader.
- 4 Expedition Leads check parental attendance and inform Crew Leaders where this hasn't happened so that this can be picked up and monitored by Crew Leaders.

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



Products (CP18)

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

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

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

Staff create model Products for a number of different reasons:

- 1 To understand variables - how long does it take to realise the Product? What are the most effective resources to use in the creation of a Product etc.
- 2 To ensure there is a symbiotic link between the learning and the Product so that the knowledge students have acquired is powerful.
- 3 To experience what it feels like to be asked to do something that you might find challenging so that you can better understand, empathise with and predict what difficulties students might experience when creating the final Product.

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

- 1 Published books both fiction and non-fiction
- 2 Films and documentaries
- 3 Radio plays and broadcasts

- 4 Information panels and boards
- 5 Leaflets
- 6 Educational resources
- 7 Posters, charts, maps and timelines
- 8 Board/Card games
- 9 Performances both dance and drama

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

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

The Product has activism at its heart.

The Product has purpose and authenticity.

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

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

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





Portfolios (CP19)

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

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

What a Portfolio should include:

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

Typical pieces of work placed in a Portfolio would include:

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

What do students use portfolios for:

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

How do staff use portfolios:

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

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

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