

Leading Our Own Learning



Assessment (CP40)

We empower our students to know their own learning destination.

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

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

Grading and Minimum Expectations (MEs)

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

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

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

Assessing student's work

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



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

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

Rubrics⁸

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

Beginning	Developing	Secure	Excellence

Learning Targets⁹

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

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

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

Interventions during an Expedition

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

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

⁸ See CP14.
⁹ See CP10.



Information Analysis (CP41)

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

are our children doing as expected?

If not, what are we doing about it?

...and is it having an impact?

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

what do they need to see?

how is this going to impact positively on our children?



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

- 1 Safe...?
- 2 Engaging with us...?
- 3 Attending...?
- 4 Working hard...?
- 5 Getting smart...?
- 6 Being kind...?
- 7 Achieving academically...?

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

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

- 1 Do we have a concern?
- 2 If so, what are we doing about it?
- 3 ...and is it having an impact?

Academic Performance

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

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

The Attainment is not:

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

The Attainment is:

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

Information Analysis - reporting to parents

There are two fundamental practices when communicating with parents:

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

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

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



Use of Technology (CP42)

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

The best technology is:

Fast	Creative
Simple	Professional quality
Collaborative	Reliable!

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

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

Personal devices

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

Learning environments

All schools are provided with:

- Fast internet access**
- Reliable networking**
- Fast and reliable wifi**
- Robust and practical firewalls and filtering**
- The ability to print quickly and safely**
- Practical telephony**

Digital Leaders

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



Comms Crew

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Software development

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Impact

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



Who manages all this?

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

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

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

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

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

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

Available software

The best collaborative software suite is Google Workspace which provides:

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

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

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

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

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

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

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

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

For our curriculum delivery, we use:

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

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

Our student devices are managed by Jamf.

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

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



Student-led Conferences (CP43)

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

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

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

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



Student Role

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

Crew Leader Role

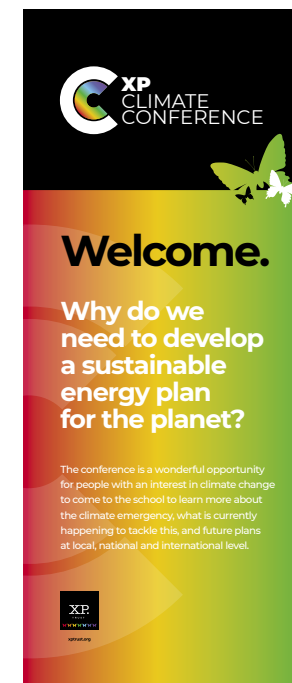
Crew Leaders must arrange with students’ parents or carers when to attend the SLC. During the SLC the Crew Leaders role is to support the student firstly by reminding families that the student will do most of the talking and that it is best to save questions for the end.

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

Rubrics

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

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





Passage Presentations (CP44)

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

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

The aims of Passage Presentations include:

building student investment in high-quality work

honoring student oral presentation and critical thinking skills

assessing the skills and knowledge of students

increasing students' accountability concerning character development

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

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

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



The role of the Crew Leader

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

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



Final Word (CP45)

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

Through Final Word, students:

celebrate their high-quality work and character growth

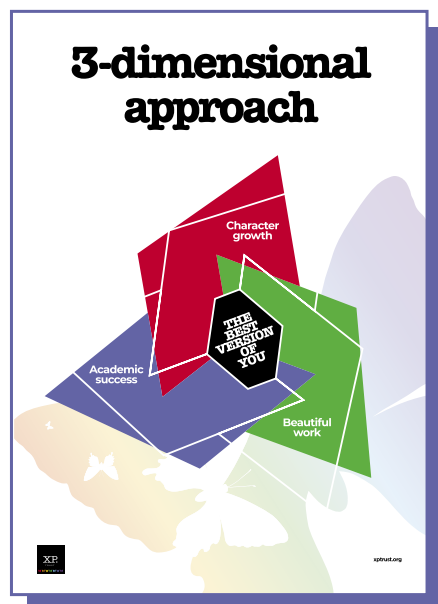
further hone their oral presentation and critical thinking skills

provide families and communities with an opportunity to honour student success

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

demonstrate preparedness to advance to their next destination

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



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

We grow character

We create beautiful work

We strive for academic success

Crew Leader's role

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

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

Example Final Word Protocol

Students have 30 minutes to work through this protocol:

Introduction and welcome

My time at XP

- 1 How I have grown as a learner?
- 2 How I have grown as a person?

My future self

- 3 Where am I going next and how ready am I?
- 4 Who would I like to thank for their support and why?

Closing statement

Audience feedback

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



The Professional Pathway (CP46)

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

Apprenticeships

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

Initial Teacher Training

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

Induction

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

Leadership

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

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





Professional Engagement Process (CP47)

XP Trust's Professional Engagement Process (PEP) is a supportive and developmental process, inline with our Design Principles, to ensure that all staff are moving towards where they want to be, by having access to the professional engagement they need to carry out their roles effectively and being able to develop their practice to excellence.

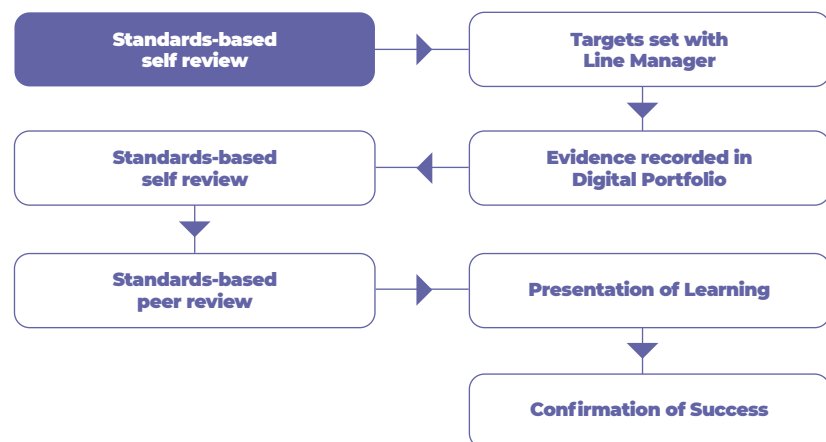
The PEP allows all our staff to be fully engaged in the leadership of their own professional development. This follows a similar structure to an expedition with objectives set, evidence recorded and a celebration of success.

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

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

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

The PEP cycle can be found below:



Confirmation and Celebration of Success

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

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



Professional Learning (CP48)

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

Networks

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

Teachers as Learners and Designers

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

Weekly Professional Learning Sessions

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

Staff Days

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

A typical staff days overview:

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

Instructional Rounds

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

School to School Instructional Rounds

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

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

XP University (XPU)

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

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



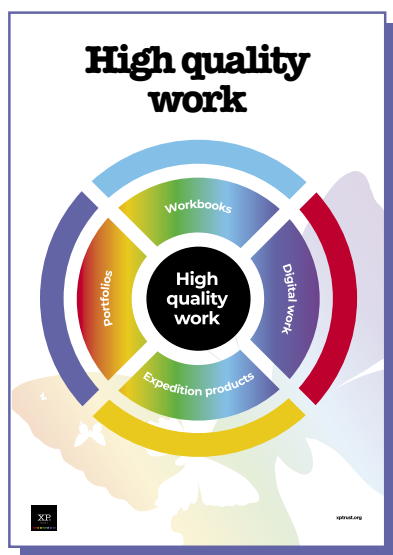
Leading High Quality Work (CP49)

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

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

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

Students and teachers analyse models to build a vision of quality. Teachers and school leaders analyse student work samples in professional development to best support students' attainment of quality work and standards.



We believe that there are 4 sources of evidence, where students can showcase high quality work

Workbooks, Portfolios, Expedition Products and Digital Portfolios

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

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

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

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



Instructional Teaching Standards (CP50)

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

HoWLs for Teachers

Attend
I maintain high standards of my own attendance and punctuality e.g. booking appointments outside school hours
Work hard
I set high expectations which inspire, motivate and challenge my pupils, through learning targets and developing my children's pride in their work
I promote good progress and outcomes for my pupils by planning and teaching well structured sessions, instilling collaboration and utilising professional feedback when needed
I demonstrate good subject and curriculum knowledge, making accurate assessment and giving specific critique to aid progress
I fulfil my wider professional responsibilities e.g. leading after school clubs, expeditions, managing my workload, supporting staff and working with parents
Be kind
I adapt my teaching to respond to the strengths and needs of all my pupils, including the children on the SEN register
I manage behaviour effectively to ensure a restorative and respectful learning environment
Get smart
I take responsibility for improving my teaching through appropriate professional development, responding to advice and feedback from colleagues
I maintain high standards of ethics and behaviour, within and outside school and as a result uphold public trust in the profession, ensuring my parents are informed at all times through calls, discussions, emails and blogs
I demonstrate professional regard for the ethos, policies and practices of the school including, following Jeff and Toby's Laws, Student Led Conferences, Celebrations of Learning and
I understand and always act within the statutory frameworks which set out my professional duties and responsibilities.

Instructional Standards

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

Instructional Teaching
<p>We pitch to Green Standards / Excellence and scaffold up</p> <p>Transitions are well managed</p> <p>All learners are expected to make progress</p> <p>Additional adults are effective; ensuring that pupils are engaged and committed to learning.</p> <p>Teachers' check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.</p> <p>Pupil voice is promoted and leads classroom practice.</p> <p>Teachers use models of excellence, critique and multiple drafts to ensure work is high quality.</p> <p>Teachers design tasks that ask the children to apply, analyse, evaluate and create.</p>
Mastery of skills
<p>The work given to students is demanding and matches the aims of the curriculum, the session pitch is age appropriate and includes challenge for the more able and support for the lower ability</p> <p>Teachers' check students' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.</p> <p>Students respond to the feedback given by the teacher</p> <p>Pupils' work across the curriculum is consistently of high quality including presentation, student's take pride in their workbook, portfolios and products</p> <p>Teachers use assessment to help pupils embed and use knowledge fluently, or to check understanding and inform teaching</p> <p>Feedback dialogue reflects the relationships among students and staff reflect a positive and respectful culture; pupils are safe and they feel safe</p>
High quality work
<p>Teachers design tasks that ask the children to apply, analyse, evaluate and create.</p> <p>Teachers use models of excellence, critique and multiple drafts to ensure work is high quality.</p> <p>Teachers plan work which connects the children to the world through expeditions, ensuring work is purposeful.</p>

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