



Mosaic Schools Learning Trust Teaching and Learning Model

'Tell me and I forget. Teach me and I remember. Involve me and I learn.' Benjamin Franklin

At Mosaic Schools Learning Trust we are acutely aware of the significance that a strong curriculum plays when considering the achievement of excellence for every child, every day. We have recreated robust curriculums that are aimed at addressing the cultural capital deficits that are specific to each individual community, ensuring that these deficits are eradicated through the drivers that underpin the curriculum on offer within each school. We have linked our work to the findings from the Ofsted subject reviews ensuring that our offer of excellence spans all subjects, for all children.

When considering the quality of Teaching and Learning within the classroom we have used the work of Tom Sherrington based on the Rosenshine principles of Instruction, to drive excellence in all that we do. We have worked as a group of Executive Leaders to dig beneath the surface of common strategies being used, to reconsider and adapt practice in light of the significant movement in our understanding of cognitive science.

Successful implementation of the curriculum is also driven by living out the Trust's core values of being respectful, resilient and resourceful, and these directly drive our attitudes, behaviours and organisational health.

This document sits alongside the Trust's Leadership Aspirations and Disposition Model and the Trust's Education Strategy.

Background

The Trust's Teaching and Learning Model is based on **'The core tasks of teaching' model by Peps McCrea (from 'Developing Expert Teaching,' 2023)**

McCrea states for knowledge to generate expert levels of performance and impact, it must help teachers tackle the core tasks they face (see table below). McCrea says, 'The core tasks of teaching are those which recur most frequently and lead most directly to impact... Together, these five tasks provide an organising structure around which expert knowledge can be built.' (*page 28, Developing Expert Teaching*).

Curriculum	Mapping the learning journey, breaking it down into steps, and identifying where students should go next. (B)
Assessment	Developing an understanding of who our students are, where they are on their journey (A) and how to find this out.
Instruction	Providing ideas, experiences and resources to help student learn – to take them from A to B on their journey.
Motivation	Supporting students to invest attention and effort in their learning and behave in ways that help others learn.
Regulation /Behaviour for learning	Understanding and managing ourselves and our expertise, so we can do all these things, and continue to get better.

These core tasks have informed the teaching and learning domains within the Trust's Teaching and Learning Model below.

Key Strands

Each strand has a set of components that depict effective teaching and learning.

Professional Behaviours and Self Awareness/Behaviour for Learning	Maximising Learning
Curriculum design	Eradicating barriers/equality for all
Assessment for Learning	Purposeful environments
Effective Instruction (delivering the content)	Community Expectations/Behaviour for Learning

Applying the domains in practice through effective pedagogy and practice.

Domains	Rationale	Practices
<p>Professional Behaviours and Self Awareness</p>	<p>Having clear expectations of ourselves, and a strong self-awareness to know what we need when, which enables us to do the best job every day.</p> <p>Be able to demonstrate a commitment to life-long learning, that influences both our own lives and that of the children we teach.</p>	<p>Professional values</p> <ul style="list-style-type: none"> • Entitlement of all children that we are the best versions of ourselves. • Create / be part of a culture of development and learning that is constantly under review. • Take ownership of PD to ensure the core tasks of teaching are embedded. • Participate fully within the Professional Learning process to learn and develop expertise. • Work in collaboration with others through coaching and peer mentoring. • Be self-reflective and proactively seek to improve and develop. • Keep up-to-date with educational thinking through reading recent educational research and using this to inform practice and understanding of effective pedagogy. • Children’s voice heard to inform professional development. • Living our professional standards.
<p>Curriculum Design</p>	<p>Mapping the learning journey, breaking it down into steps, and identifying the build-up of knowledge that will enable children to know and remember more over time.</p> <p>Acknowledging that the curriculum will support the cultural capital deficits of each community and seek to address this imbalance.</p>	<p>Teachers will...</p> <ul style="list-style-type: none"> • Have a clear understanding of how knowledge is built up over time across all subjects in the content they deliver. • Be able to articulate how planning addresses cultural capital deficits across all subjects. • Plan to utilise connections between, prior learning, new learning within and across subjects, across lessons, terms and year groups. • Know how prior learning has prepared children for new learning, and if not, identify and address the gaps before moving on. • Have knowledge of common misconceptions and sticking points in relation to planned new learning. • Be able to articulate the sequencing of learning in a lesson.

		<ul style="list-style-type: none"> • Be able to articulate the sequencing of learning across a series of lessons. • Be able to articulate the sequencing of learning across a series of units of work. • Have clearly defined endpoints for each step within the sequence of learning. • Identify and plan to teach essential vocabulary. • Ensure planning is matched to the needs of all learners with appropriate adaptations to ensure they can all reach the same goal.
<p>Assessment for Learning</p>	<p>Ensuring an awareness of the starting points of children alongside an understanding of where they are on their journey and how you as the teacher plan in opportunities to find this out.</p>	<p>Appropriate use of summative and formative assessment</p> <p>Teachers will...</p> <ul style="list-style-type: none"> • Acknowledge formative assessment as an effective strategy that supports high quality teaching and learning and commit to using it in every lesson as a result. • Adapt explanations, tasks and activities to reflect the levels of understanding children are demonstrating as a result of assessment for learning findings within a lesson. • Ensure that children are 80% proficient in their understanding before tackling a task independently. • Use summative assessment in a format appropriate to the subject, to analyse gaps over time and inform planning to address them in the future.

<p>Effective Instruction (delivering the content)</p>	<p>Ensuring that the right elements are included within lessons at the right time to enable children to build new learning that is firmly based on prior knowledge. Enables children to be successful when moving from A to B on their journey whilst preparing them to be ready to move onto C.</p>	<p>Structuring the lesson Careful consideration must be given to role of additional adults at each point of the lesson to maximise learning opportunities.</p> <ul style="list-style-type: none"> • <u>Lessons start with:</u> a review of previous learning to establish knowledge and concepts already gained. connecting new ideas to what has previously been taught using retrieval strategies to reactivate and check prior knowledge. Consider and shape (reshape?) the next step in the lesson. • <u>Presenting new material in small steps: Teachers will:</u> Effectively consider how knowledge is broken down in all subjects in every lesson. Effective teaching recognises the limitations of the working memory and the need to break concepts and procedures into small steps. State learning objective, rationale, overview, key ideas and how we will know we have been successful. • <u>Questioning</u> Research shows that that effective questioning lies at the heart of great instructional Teaching and that it is a highly interactive, dynamic and responsive process. <p>Teachers will: Ask a large number of questions and check for understanding. Engage all children in the thinking and ask children to explain what they have learnt. Check the responses/understanding for all children. Provide systematic feedback and corrections.</p>
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- **Modelling**

Modelling can help children to organise information into secure well-structured schemata

Teachers will:

Narrate through the process of new learning.

Organise the information to support children in making connections.

Provide an appropriate amount of worked examples to support children's Understanding.

Provide scaffolds as a temporary support for children if needed.

- **Guided Practice**

A **deliberate practice** breaking down learning into a series of **components**, which are deliberately **practised in turn**.

Identify the new knowledge or skill.

Clarify the new knowledge or skill.

Practise and apply the new knowledge or skill.

Assess the new knowledge or skill in order to move on to next component
Of new learning.

Combining components together (endpoint which could be a task, performance or produce).

- **Independent Practice**

Teachers Will:

Give children time to practice learning that is the same during independent practice as they experienced in the guided practice sessions in order for the appropriate level of success to be secured.

• **Lessons end with:**

Reflection time to reflect their learning back to others, improving retention of knowledge.

Evaluation to inform future planning i.e. endpoint/formative assessment activities.

Maximising learning

Supporting students to invest attention and effort in their learning and behave in ways that help others learn.

Questioning is a key component of responsive teaching and a key element of critical thinking

Motivating learning by...

- promoting competence, autonomy and relatedness.
 - empowering children to self-assess and monitor their own learning.
 - allowing 'thinking time' to process new learning.
 - promoting a positive climate of child-child relationships, characterised by the school values.
 - acknowledge learners' small steps of success. Say it when you see it.
 - regularly pointing out the **cause** of children' success and mistake/misconceptions. Help them see how effort and approach can make a difference.
- looking back at progress over time to prove to children that their proficiency is flexible, and something they can directly influence.
- Completing pre-learning tasks with children who require additional support.

Shaping learning by using questioning and dialogue to...

- check understanding to shape next steps.
- challenge and address misconceptions.
- promote elaboration and connected, flexible thinking. (e.g., why? Are you sure? Compare).
- encourage critical thinking.
- promote class discussions to check understanding.
- secure responses from all children. (e.g., ask a number of children to relay back what they have understood).
- enable children to actively participate in their own learning.

Effective feedback is a Key influence on learning and achievement and informs adaptive teaching.

Progress means knowing more and remembering more.

Guiding the learning by using feedback (written or verbal) to...

- respond to children about their thinking / knowledge / understanding.
- provide actionable steps to guide their learning (whether from the teacher or another source e.g., peer marking).
- be **specific** and encouraging so the learner understands where they could improve and how.
- give Immediate feedback where possible.
- reflect the individual learners needs in the way feedback is given.
- practise and build confidence.
- build resilience, gain confidence and independence before children seek further feedback.

Maximise opportunities through

- A well structured curriculum that is progressive and well sequenced.
- A delivery model that is based on current thinking particularly when considering our knowledge of cognitive science.
- Strong Assessment for Learning that builds on prior knowledge.
- A culture of committing to the development of expertise.
- Strong child engagement and motivation.

Eradicating barriers/equality for all

Developing good habits in teaching means recognising and removing barriers.

Being proactive in eradicating bias and ensuring that all children are reflected through the curriculum they experience will support equality for all.

Minimising barriers to learning by...

- making sure all children are listening before giving instructions.
- managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g. focus on starts, transitions).
- Make sure resources appropriately sized.
- providing clear, concise instructions being mindful of cognitive load (maximum 3 steps.)
- avoiding superfluous information / stimulus / noise i.e., within verbal explanations or visual representations.
- ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied,
- circulating around the classroom within the lesson to see, predict and act effectively using the information you know about the class,
- gauging when questioning and feedback is a distraction to learning rather than an aid.
- ensuring children can see the teacher's face and the teacher can see all the children, proactively preventing, anticipating and responding to potential disruptive incidents.

Purposeful environments

Organising spaces, resources and furnishing to maximise learning opportunities and promote engagement of children.

Create a classroom for learning by...

- appropriate use of working walls.
- having tidy learning environment and workspaces.
- having a text aware environment including displays and resources i.e., appropriate size and font, balanced between print and handwritten.
- ensuring high quality resources are available on all tables: sharp pencils, working pens, rulers.
- ensuring high quality learning prompts are readily available - current phonics resources, word banks, manipulatives and symbols.
- ensuring teaching tools are fit for purpose e.g., clearly visible for all children.
- limiting distractions.

Community Expectations

The Expectations of all children

<p>Unstructured times</p> <p>Children move sensibly around school and make the right choices. Move around quietly not to distract the learning of others. Children line up appropriately when queuing for dinner. Children have conversations using the appropriate volume. Children use the playground resources available to them sensibly. Children demonstrate an understanding of behaviour expectations when playing with others at breaks and playtimes. Children support each other to play appropriately. Playground Leaders (children) have a key role in supporting successful playtimes</p>	<p>Showing Respect</p> <p>Everyone in the school community should show respect to each other, this includes children and adults. Using resources appropriately and putting them back for someone else to use. Have an understanding that resources cost money and we need to care for them. Take responsibility for picking items up off the floor. Keep their classrooms and cloakrooms tidy. Hold doors open for others and demonstrate good manners. Say thank you when someone holds a door open for them. Allow others to pass in the corridor.</p>	<p>Taking Pride</p> <p>Being proud of their learning and demonstrating a growth mind set. Tackle challenge with courage and confidence. Being able to work independently with an awareness of the resources around them to support. Wear uniform with pride e.g. shirt tucked in. Look after resources and belongings. Hang bag and coat on peg. Put resources away and ensure classrooms are tidy before leaving. Acknowledge positive contributions of others. Take ownership of 'community expectations'.</p>
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The expectations of all adults

<p>Set the expectations</p> <p>Notice the positive behaviours and comment on them.</p> <p>Be a role model at all times to enable children to understand explicit behaviour.</p> <p>Model growth mind set.</p> <p>Support children to develop an ‘I can’t do it yet’ approach</p> <p>Be committed to a culture of ‘it is everyone’s responsibility’.</p> <p>Address non-compliance appropriately.</p> <p>Adults explicitly teach, model and practise the behaviours expected of the children.</p>	<p>Positive Interactions</p> <p>Observe proper boundaries with pupils that are appropriate to professional position.</p> <p>Act in a fair and transparent way.</p> <p>Ensure children are greeted in the mornings.</p> <p>Hold doors open for children and say thank you when children hold doors open for adults.</p> <p>Ensure adult expectations are clear for children.</p> <p>Thank children for their efforts.</p> <p>Have clear communication channels for children to verbalise their emotions and self-regulate.</p> <p>There is robust supervision and awareness throughout the lunch period</p> <p>Employees should always remember their responsibilities to the community they serve and ensure appropriate interactions with them at all times</p>	<p>Essential routines</p> <p>Ensure children enter quickly and calmly allowing every teaching minute to be used.</p> <p>Gain children attention quickly and calmly.</p> <p>Ensure well developed teaching strategies are embedded to support high quality teaching and learning.</p> <p>Have clear transition expectations.</p> <p>Be consistent in implementing the schools behaviour policy.</p> <p>Notice and deal discreetly with off task behaviour and reset class/group where needed.</p>
<p>Resources</p> <p>Resources prepared and ready before the start of the lesson.</p> <p>Resources are considered in terms of different learners needs and what will be needed to make the learning successful.</p> <p>Learning environment tidy and well ordered.</p> <p>High quality display supports learning.</p> <p>Working walls are up to date and used as an independent resource.</p> <p>IT equipment ready for use.</p> <p>Cared for classroom/tidy work spaces.</p>	<p>Playground</p> <p>Staff ensure that there are appropriate engaging activities for children at lunchtime.</p> <p>Staff on duty engage with children in games and activities.</p> <p>Teachers release and collect their children out onto the playground promptly.</p> <p>Adults greet children back from lunch.</p> <p>Staff on duty engage with children in games and activities..</p> <p>Adults greet children back from lunch.</p>	<p>Respect</p> <p>Treat pupils and others with dignity and respect</p> <p>Demonstrate professional behaviour at all times and adhere to the staff code of conduct.</p> <p>Accept that we all have strengths and weaknesses and should work as a team to support children in the best way that we can.</p> <p>Maintain appropriate professional relationships with the community and not give out personal details/social media details.</p> <p>Act in a professional manner towards colleagues, irrespective of their relative position or status within the school or Trust hierarchy.</p>

Behaviour For Learning

Expectations of adults	Expectations of children
<p>Adhere to the Teachers' Standards or other relevant professional standards.</p> <p>Have a commitment to continued professional development and an understanding of the impact this has in the classroom.</p> <p>Create a classroom where children are confident to take risks and there is an ethos of mutual respect.</p> <p>Establish appropriate routines that support high expectations.</p> <p>Provide positive feedback to create a positive atmosphere within the learning environment.</p> <p>Use a variety of teaching approaches that support motivation and engagement.</p> <p>Ensure the class is prepared daily with the appropriate equipment/resources needed to support high quality learning.</p> <p>Ensure the classroom environment supports children to be independent.</p> <p>Seek to work in partnership with parents, using their understanding of their own child to help provide the best learning opportunities possible</p>	<p>Listening to the teacher when they are speaking</p> <p>Listen and consider each other's views.</p> <p>Demonstrate positive attitudes to learning and always do their best</p> <p>Take an active part in the lessons</p> <p>Understanding 'my learning' is 'my responsibility'.</p> <p>Develop a growth mind set and realise with practice they will be able to do more.</p> <p>Tackle new challenges positively.</p> <p>Be able to work independently and know what resources are available for support.</p> <p>Be prepared to tackle a new challenge with confidence.</p> <p>Uphold school expectations for behaviour and learning.</p> <p>Able to manage negative emotions appropriately.</p>

Mosaic Model for the Development of Expertise

Peps Mccrea states that Continued Personal Development is the best thing we have for improving the learning and life chances of students in our care' (Developing expert teaching 2023).

At Mosaic Schools Learning Trust we acknowledge that personal development needs careful consideration if it is going to develop have the impact we require. We want to develop expertise within our staff and we acknowledge that research has shown that knowledge and experience in itself, is not expertise until it becomes a well considered embedded habit within our practice. At Mosaic Learning Trust we aim to approach all CPD in line with Mccreas model

GET IT

Understand what impacts on high quality teaching and learning as a result of research and training.

SEE IT

Make knowledgeable actionable by seeing a variety of models.

TRY IT

Try it out multiple times in the classroom, practice and feedback.

KEEP IT

Making this into a new habit that you want to be a part of your everyday practice.

FIX IT

Make the PD relevant to that person in their classroom, addressing the needs and issues of their class.

OWN IT

Raising option awareness and as a result supporting effective decision making within the wider school community

Mosaic Schools Learning Trust commits to a cultural investment in Continued Personal Development as we acknowledge that when we help a teacher to get better, every child they work with benefits from that point onwards (Mccrea 2023).