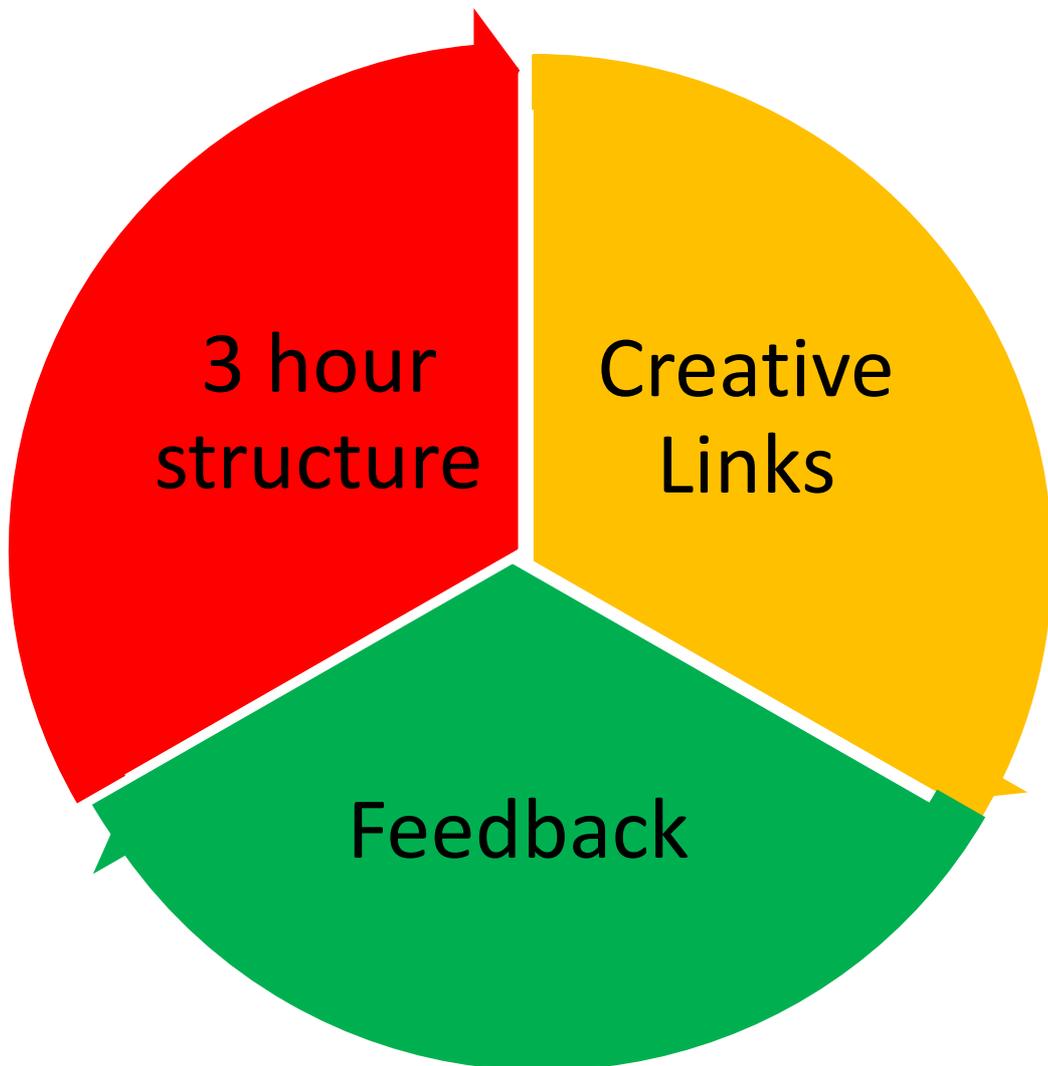


## Connected Learning Multi Academy Trust

### The Key Learning Model



	<b>Feedback policy</b>	
--	------------------------	--

The Feedback Policy is one element of a 3 stemmed learning model to enhance learning in Connected Learning Multi-Academy Trust.

- Creative Links
- 3 hour structure
- Feedback Policy

The Feedback Policy is designed to further embed the independent and active learning that the policy aims to achieve. Through a three part process pupils gain understanding of their performance and are able to articulate their learning journey and identify their next learning steps.

<b>Verbal Feedback</b> Adult input into development of learning	<b>Self and Peer Assessment</b> Pupil input into development of learning	<b>Conferencing and Reflection</b> Adult and pupil input into development of learning
--------------------------------------------------------------------	-----------------------------------------------------------------------------	------------------------------------------------------------------------------------------

**Verbal Feedback:** As pupils are completing activities or tasks adults circulate and identify aspects of learning that can be improved. Pupils record the comments and use these to improve their work.

Adults can model a concept or aspect of learning in the pupils books as part of verbal feedback. Adults can also use the agreed MAT symbols to indicate improvement.

The verbal feedback needs to be related to presentation as well as progress towards achieving the learning objective. As pupils progress through the Key Stages it is expected that the verbal feedback and response from pupils becomes increasingly sophisticated and reflective.

**Self and Peer Assessment:** When pupils have completed a piece of work they will complete a self-assessment on their progress towards understanding of the concept or acquisition of the skill they have learned. They use their steps to success, success criteria and learning checklists to do this. They also use the verbal feedback received during the lessons.

Pupils should be given, on a regular basis, opportunity to complete peer assessment. This develops pupils understanding of their own learning through assessing the learning of their peers.

**Conferencing:** This is the culmination of a week of learning and probably the most important aspect of the pupils' learning journey. It is a process that depends upon discussion and negotiation, not direction, to achieve the Policy aims.

Discussion must be centred on the performance of the pupil over a week of learning focus and their progress towards the targets set by themselves in negotiation with the adult during previous conferencing. This is to ensure sequential learning is evident. Pupils need to utilise their verbal feedback and self and peer assessment throughout the week to facilitate this discussion. The teacher's role is to guide and support through high quality questioning, not control the discussion. Through the pupils' articulation of their learning, targets are set for the following week.

During the conferencing pupils should make reference to their journey through the 3Cs, articulating how this evolved and what supported them in this journey. Knowing how they moved from clarification-consolidation-challenge will develop understanding of how they learn.

Once conferencing is complete, pupils need to complete a written reflection and record what they have gained from the conferencing and how they have decided the target for the following week.

From the next week and subsequent weeks, the process of sequential learning will evolve for each individual pupil.

## The Three Cs

The Three Cs are one element of a 3 stemmed learning model to enhance learning in Connected Learning Multi-Academy Trust.

- Creative Links
- 3 hour structure
- Feedback Policy

The Three Cs are an integral part of the Feedback policy and designed to further embed the independent and active learning that the policy aims to achieve. It is the expectation that 100% of pupils will acquire the taught concepts, skills or content but it allows individual pupils to acquire understanding at their own pace. It enables teachers to have fluidity of teaching and learning, thus removing the confinement of learning to blocks of time.

At the end of each 'taught lesson' day teachers look through pupil books and categorise the children's outcomes under the 3Cs.

Clarification	Consolidation	Challenge
Little or no real understanding of the taught concept, skill or content	Signs of understanding but not 100% sure the taught concept, skill or content is fully understood or embedded.	Full understanding of the taught concept, skill or content
<b>Action</b>		
Re-visit with an adult the taught concept, skill or content	Independent task to show acquisition of concept, skill or content	Greater depth of task.

Pupils may move very quickly from Clarification to Consolidation as they have the opportunity to reflect on the concept, skill or content. They may then consolidate with an independent task and move to Challenge.

Pupils may also move from Consolidation to Challenge very quickly as they demonstrate they have fully understood the taught concepts, skills or content. They are then ready for the next stage of their learning.

Moving on to the next stage of learning, to new concepts, skills or content will need to be carefully timed, as moving pupils too early could lead to gaps in understanding and misconceptions.

By the end of this process, which could take between 10-15 minutes or an hour, the whole class will be ready to move on to the next stage.

However, if pupils are not ready to move on they can continue through the 3Cs until you are confident they are ready. There is also an opportunity for you as the teacher to give further clarification if appropriate or at the start of the next lesson.

	<b>Three Hour Structure</b>	
--	-----------------------------	--

The Three Hour Structure is a one element of a 3 stemmed learning model to enhance learning in Connected Learning Multi-Academy Trust.

- Creative Links
- 3 hour structure
- Feedback Policy

<b>1<sup>st</sup> Hour</b> English or Maths	<b>2<sup>nd</sup> Hour</b> English or Maths	<b>3<sup>rd</sup> Hour</b> Flexible Learning
------------------------------------------------	------------------------------------------------	-------------------------------------------------

1<sup>st</sup> and 2<sup>nd</sup> Hour Maths and English lessons

The content of these lessons is ensuring that all aspects of the National Curriculum are covered over the year.

The format of the lesson should be as follows:

**Day 1 [whichever day this may be]**

Introduction of new concepts/ aspect of English or Maths Input: Maximum 10 mins

During the Input it may be appropriate for the HLP children to leave the group and begin on an activity.

The Input is followed by 3 activities

<b>Activity 1</b> This activity will allow the adults to gauge the level of understanding of the pupils of the Input.	<b>Activity 2</b> This is a challenge activity that extends the concept or presents the concept in a different way.	<b>Activity 3</b> This is a greater depth activity that ensures the HLP pupils are not coasting.
--------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------

All pupils will move from Activity 1 → Activity 2 → Activity 3. The pace at which they move will be dependent on their ability to demonstrate acquisition of the concept /aspect from the Input.

Additional adults: will observe the pupils during Input to assess pupil's contributions and participation. They can move pupils to Activity 1 if they feel they have sufficient understanding of the concept/aspect.

**Feedback policy**

Once pupils are engaged in activities adults will circulate to give **Verbal Feedback** to the pupils.

The teacher will circulate looking for good examples in the pupils work to share as a class.

Towards the end of the lesson the pupils should complete **Self -Assessment**

**[Peer Assessment** needs to be completed at some point during a week]

**Day 2**

After the lesson teachers go through the pupil books to assess the pupils' grasp of the concept/aspect. The pupils are put into the Three Cs.

**Activities follow the Three Cs format.**

**The 3<sup>rd</sup> Hour**

This hour should contain some if not all the following elements:

- Self-regulating tasks selected by the pupils e.g. handwriting exercises, spelling or tables practise, finishing outstanding work.
- Catch up with pupils who are still at clarification stage from English or Maths [20 mins: maximum ]
- Completing of task from Creative Links or Science where pupils can transfer aspects of their Learning from Maths and English
- Guided Reading
- Conferencing

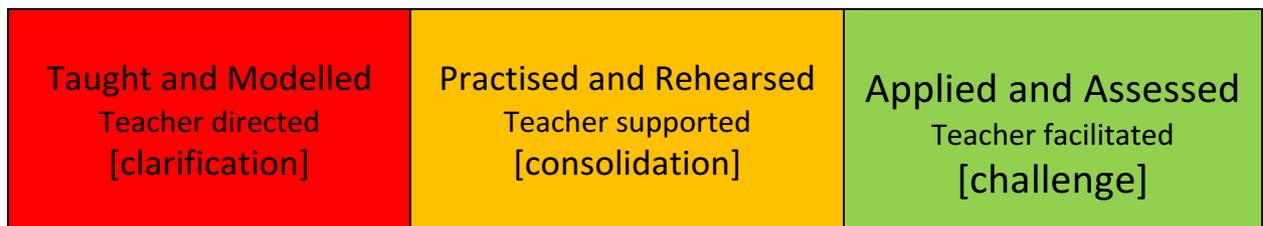
Additional adults will:

- Lead the catch up groups
- Monitor the self-regulating tasks
- Circulate giving Verbal Feedback during the completion of cross curricular work
- Lead handwriting, spelling, tables groups

	<b>Creative Links</b>	
--	-----------------------	--

Creative links is a skill based curriculum model of learning that encompasses the Foundation Subjects but interlinks the Core Subjects of English and Maths. It is an integral part of the Feedback policy, designed to further embed the independent and active learning that the policy aims to achieve. It is also closely linked to the three 3Cs, where it is the expectation that 100% of pupils will acquire the taught concepts, skills or content but it allows individual pupils to acquire understanding at their own pace. It enables teachers to have fluidity of teaching and learning, thus removing the confinement of learning to blocks of time.

Creative Links also enables the pupils to develop collaborative working and decision making.



These are the three stages of Creative Links, taught over one term

**Stage 1 and 2 are covered during the first half term 3 weeks of a half term**

**Stage 1: Taught and modelled    Teacher directed**

Key skills and content are taught through a series of lessons covering the Foundation subjects. Pupils record the key information in their Key Skills books. Whilst pupils are recording, adults give VF to support with the understanding and recording of skills.

Once Stage 1 is complete teachers need to check the pupils Key Skills books to ensure the pupils have recorded the information clearly and accurately. This will enable teachers to target support for Stage 2.

During this stage it is expected that the taught content and skill outcomes for all pupils would be the same, directed by the teacher.



**Stage 2: Practised and rehearsed [First 3 weeks of half term] Teacher supported**

The pupils work in groups from Stage 2 onwards. After each skill is taught pupils have the opportunity to practise and rehearse the skill until they feel confident in their acquisition of the skill and content. They will now be in a situation where peer support will play a key role in consolidating this.

Time limits will be placed on these two stages according to the allocation of time for each of the subjects.

During this stage the groups will be supported with information resources and directed by the teacher. Again the content will be the same for all pupils.

VF is a key component to support and aid the individual or groups of children.

Once Stage 2 has been completed the teacher is confident that the children have the necessary building blocks in place to start Stage 3. Groups should be well established and collaborative learning evident.



### **Stage 3: Applied and Assessed [Second 3 weeks of the half-term] Teacher facilitated**

At the beginning of the second 3 weeks of half term the groups are given a task list. This comprises of tasks related to the first three weeks skills teaching, plus English and Maths related tasks, that when completed, the teacher will be able to assess how well the pupils have applied the skills and content taught in the first 3 weeks. The instructions on the task list are very simple

How the groups complete the task is the decision of the group. During Stage 3 the outcomes from tasks will be completely different, e.g. the materials the group uses will be individual to their group.

Time limits will be placed on the task according to the allocation of time

Key Skills diaries must be used in all sessions as an aide-memoire for the pupils.

#### **Feedback in Creative Links**

##### **For Stage 1 and 2**

As the pupils are working, adults can pause the group and give verbal feedback. [VF]

At the end of each session pupils assess their progress individually and as a group [SA/PA]

##### **For Stage 3**

Pupils use their Key Skills books as a reminder / refresher of the taught skills or content.

Pupils will keep a diary of their group work. After a Creative Links session the group meets and discusses progress towards completion of tasks and next steps for the next session.

[P/A].

The expectation is that presentation in the diaries and Key Skills books will be the same as for English and Maths.

Each week the teacher meets with each group to discuss their progress [Conferencing]

At the end of each task the group evaluates the success of their working together, providing clear written evidence of their thought processes, how well they have achieved the task and if they would change anything.

The 3<sup>rd</sup> hour in the morning can also be used to complete assignments from the task list as the pupils can work in their groups for this.