

De Bohun Primary School & Children's  
Centre

# **Climbing the Mountain to Success**

## **Teaching Model Guidelines**

**Written by Mr Dominic Smart (February 2017)**

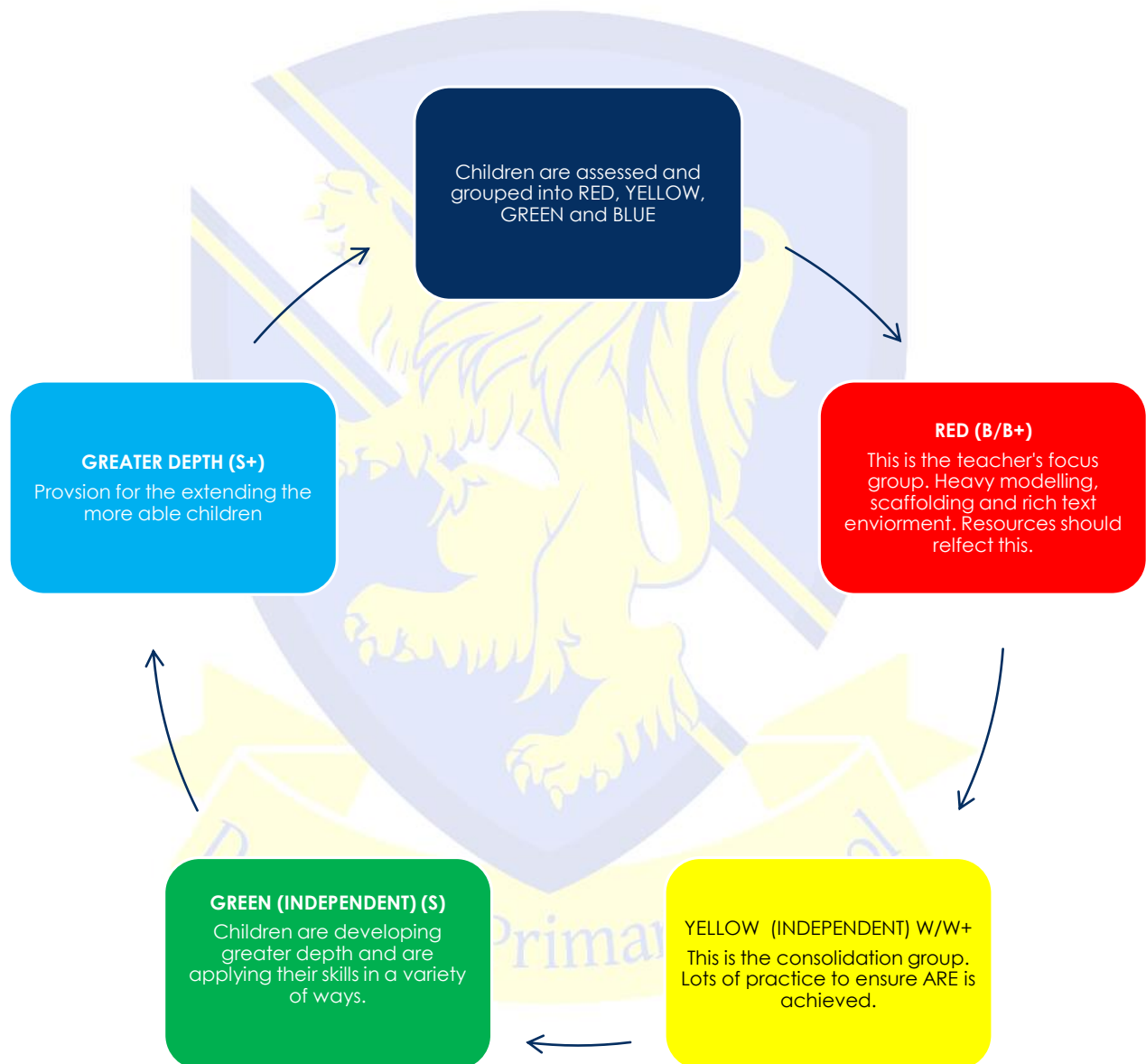
**Due for review: February 2019**

# Rationale

- 1. In response to the Teacher Workload Enquiry (March 2016), we believe that too much of teacher's time is taken with tasks that do not directly result in pupil progress.**
- 2. The most effective feedback is given at the point of learning.**
- 3. Formative assessment should be used every lesson to inform the next lesson's plan of provision**
- 4. Every child should be provided the opportunity to reach their full potential by seeing the pathway to deeper understanding.**
- 5. To fully integrate the Learning to Learning skills across every lesson.**

# SECTION 1: BEFORE THE LESSON- GROUPING THE CHILDREN

In our classrooms, there are no set groups, grouping is fluid (based on a child's need at that particular time) and children can move around the groups according to their requirements. The first lesson of any new topic or concept must be assessed through a 'cold activity'.



## **SECTION 2: DURING THE LESSON – THE PROVISION**

### **STAGE ONE**

#### **Grouping**

Books are assessed prior to each lesson and groups formed (RED, YELLOW, GREEN, BLUE) adjusted according to the need of the children. After every lesson, the children's 'Base Camp Chart' will be updated, so teachers and children know their next lesson's starting points.

### **STAGE TWO**

#### **Red and Yellow**

Children in the teacher focus group require scaffolding to meet the age related expectation. Teachers will focus on working with these children. Resources will be scaffolded, practical resources made available and the environment will be text rich.

### **STAGE THREE**

#### **Green and Blue provision**

Children working in the three other groups will be working independently. The teacher will use the 'helicopter model' to provide at the feedback and extend learning. All children in these groups will have access to all three levels of work at all times. This will allow each child to choose their 'learning pathway'. Children will select the work from the 'Base Camp' in the classroom, where each activity will be labelled and available. Children in these groups will also 'peer assess'.

In line with our school's vision of 'climbing the mountain', each activity will have a name: Red is 'Scafell Pike', Yellow is 'Ben Nevis', Green is called 'Mount Blanc' and Blue is called 'Everest'. This means that each child climbs their own 'mountain' every lesson and achieves.

## **SECTION 3: FEEDBACK AT THE POINT OF LEARNING**

### **Rationale:**

Too much time is spent on written feedback in children's books. The most effective feedback is when it is at the 'Point of Learning'. Any delay after that reduces its effect.

At the point the child receives feedback they should reflect and respond to:

***(Next Step) To climb the next mountain, I think I/ my teacher/my friend (told me I) need to:***

***(Learning to Learn) Today, the learning to learn skill I enhanced was...***

Using their 'Mountaineering Pens' the children must respond to each of these statements, as part of the 'Feedback at the Point of Learning' model.

*Please refer to the Feedback and Marking Guidelines for further guidance.*

De Bohun Primary School

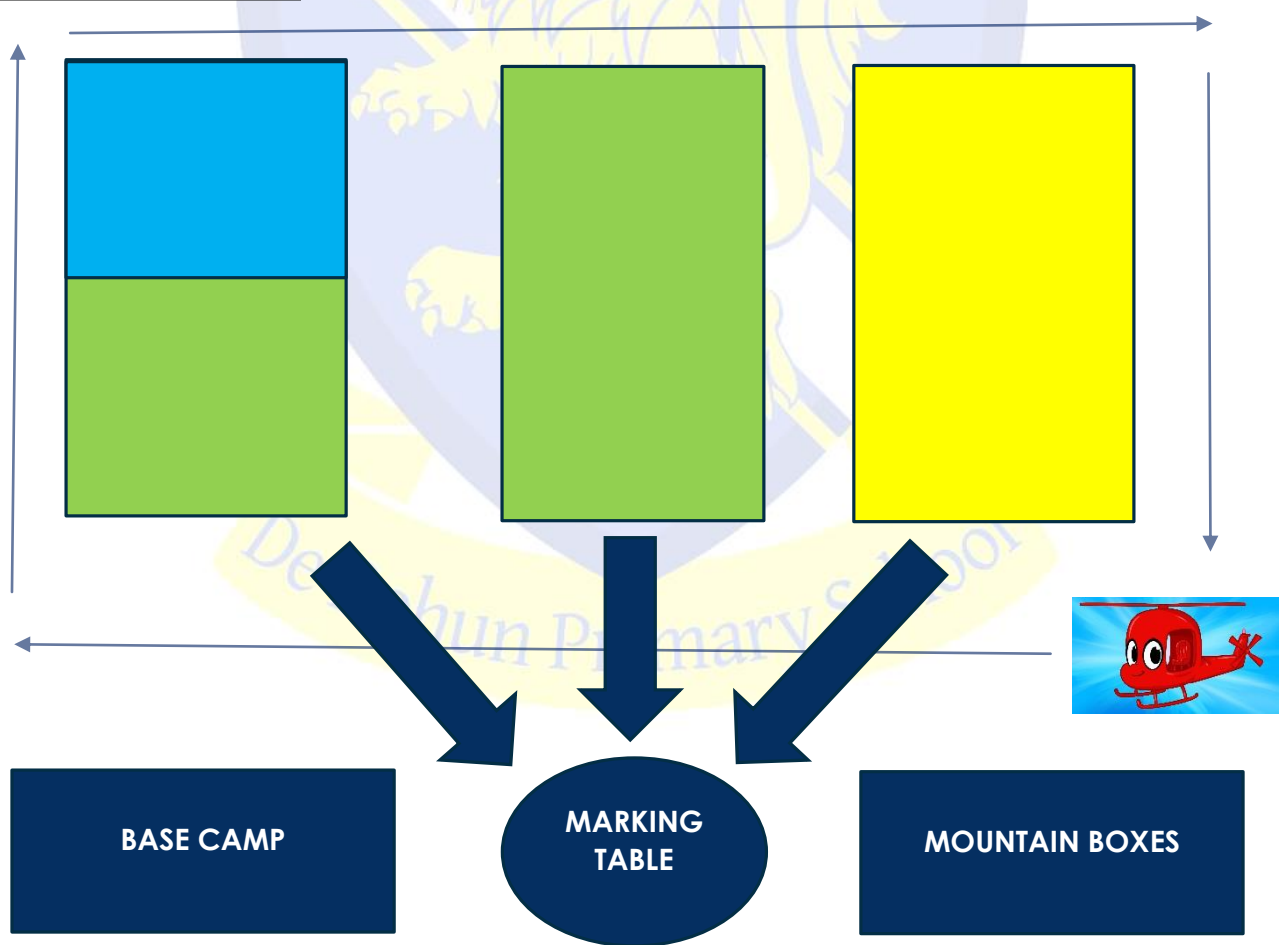
# SECTION 4: HOW SHOULD THE CLASSROOM REFLECT THIS?

GUIDED – the teacher is the mentor

TEACHER

Resources to meet the needs of the children, text rich, scaffolds, practical resources, EAL provision

INDEPENDENT – the teacher is the coach



## SECTION 5: WHAT SHOULD BE DISPLAYED IN THE CLASSROOM?



### Base Camp Chart

The names of the children should be changed daily to show which mountain they are climbing following assessments of the children's books. This will allow children to start work independently.



### Marking station

Children should have access to the answers to questions they can mark.

*How many do I need to get right to climb the next mountain today?*



### Solo Climbing

The star should tell children how many answers they have to get correct independently to move onto the next mountain every lesson (if appropriate).



### Mountain boxes

Four boxes (red, yellow, green and blue) should be labelled and accessible at all times containing the four different levels of work.

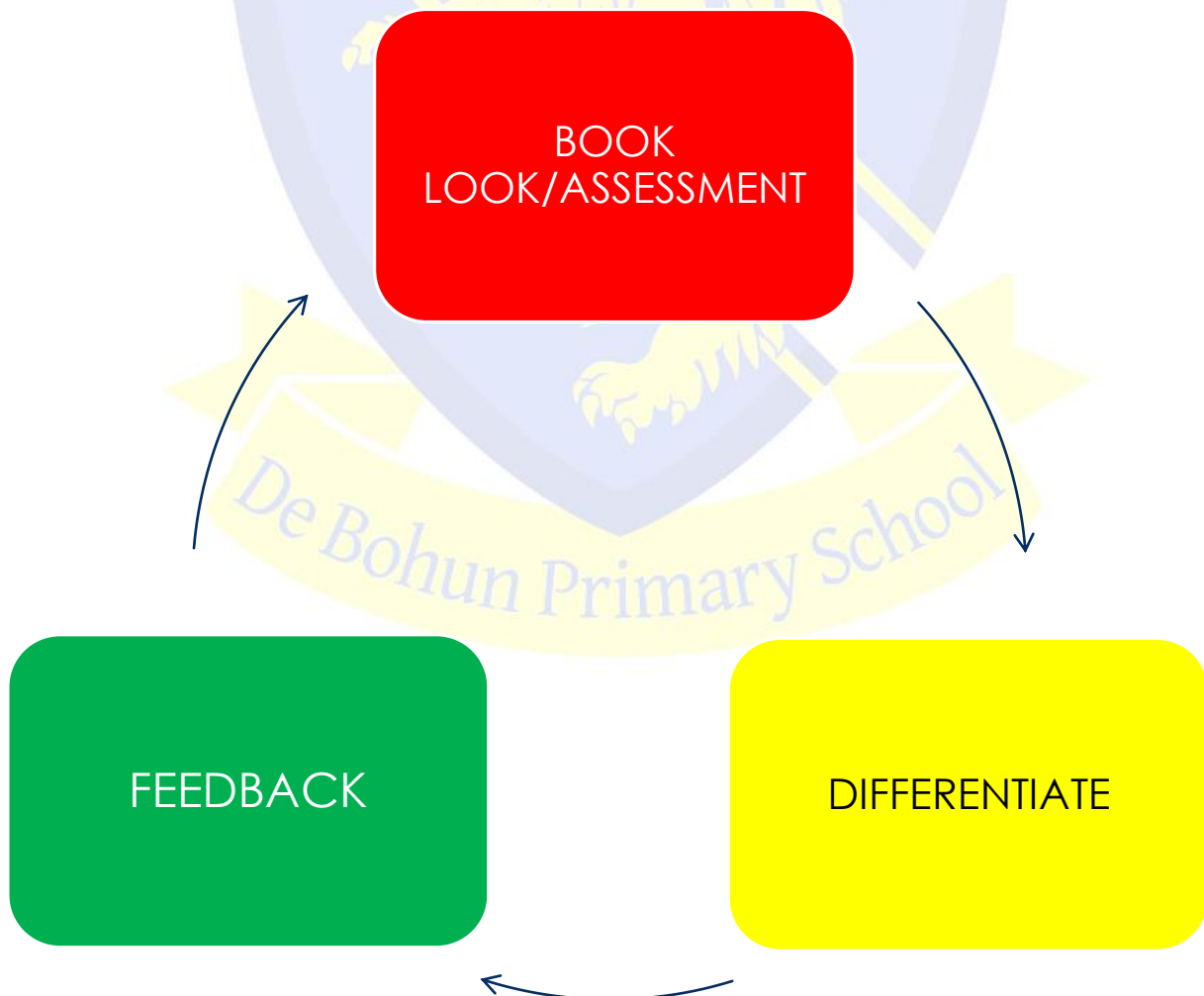
## **SECTION 6: ASSESSMENT**

This teaching model link directly into our bespoke Mind the Gap assessment tool. It is vital that, with the reduction in marking workload, that this tool is kept up to date on a daily basis. As children move group, or evidence of work towards an objective is seen, this must be updated to provide a current picture of the class' attainment and progress. It will also allow focus to be planned for and interventions to be specifically tailored.

Ideal times to update your class' assessment tool would be during a Learning Talk and when you are grouping the class' books following a lesson.

*Please refer to the Assessment Guidelines for further guidance.*

## **SECTION 7: DAILY LEARNING CYCLE**





## SECTION 8: PLANNING

The new planning document will reflect the expectation that four levels of challenge are provided.

**Date:**

**Class:**

**Curriculum Focus:**

**Learning Outcome:**



Lesson 1	Mental grammar and spelling starter, Phonics:	TEACH	ACTIVITY		REVIEW
		Cold assessment task:	Scafell Pike:		
			Ben Nevis:		
			Mount Blanc:		
			Everest:		
		LEARNING OBJECTIVE/SUCCESS CRITERIA:	SEN and G&T		Evaluation
		MODEL:			
		Key Questions:	Resources Needed:	Focus Group (from PPM)	
		Marking:			
		Who will be receiving a learning talk? Who will you focus on for feedback at the point of learning?			

There is also a new 'cold assessment' box to ensure that activities which identify starting points are planned for. In addition the focus for Learning Talks and feedback need to be identified.

