

Core Learning and Teaching at MGS

The Learning Habits of Highly Successful Maidstonians

MAIDSTONIANS ARE **CURIOUS** AND SEEK TO **EXPLORE**.
GREATER LEARNING IS TRULY UNLOCKED WHEN WE ALL ASK **CHALLENGING QUESTIONS** AND **PERSEVERE** WHEN STRIVING TO FIND ANSWERS...

- Actively involved in lessons.
- Answering and asking questions.
- Using resources to find solutions for themselves.
- Taking on difficult tasks with sustained effort.

MAIDSTONIANS UNDERSTAND THAT THEIR SUBJECTS ARE **CONNECTED** AND CAN **MAKE LINKS** BETWEEN THE **SKILLS** AND **TERMINOLOGY** WITHIN THEM...

- Learning high level subject knowledge.
- Take risks in applying newly acquired skills.
- Embrace learning to learn.
- Make connections between different subjects and topics.

MAIDSTONIANS ARE **EFFECTIVE** IN THEIR USE OF **ASSESSMENT**.
THEY KNOW HOW TO **REFLECT** ON THEIR LEARNING AND ARE SUPPORTED WITH **DIFFERENTIATED** LEARNING TO MAKE RAPID PROGRESS...

- Actively involved with self-assessed and peer-assessed work.
- Work with their teachers to make sure they know exactly what they need to do to improve.
- Reflect on progress regularly and commit to the steps that need to be taken.
- Think deeply to understand assessment objectives.

MAIDSTONIANS ARE **INDEPENDENT** AND **RESILIENT** LEARNERS.
THEY ARE ABLE TO **IMMERSE** THEMSELVES IN THEIR STUDIES, **DISTIL** COMPLEX INFORMATION AND **REVISE** EFFECTIVELY...

- Take responsibility.
- Develop personalised systems to stay organised.
- Revise with purpose and focus.
- Manage their time and cognitive load to prevent 'burn out'.

The MGS Teachers' Toolkit

01 Entrance Activity	- the first sequence in your lesson. - an activity that engages all learners. - an activity that provides an opportunity to review previous content and link to next steps in learning.
02 No Hands Up	- students raise their hands only to ask questions, not to answer. - ask a question, pause, then call on a student to answer. - use questioning to access what progress is being made. - use questions to address misunderstandings and adapt instruction.
03 Verbal Feedback	- it is vital that the feedback provided to the student is clear and concise. - provide regular in lesson dialogue on what has been done well and what needs to be done to improve. - feedback must be actionable for the student.
04 Think, Pair, Share	- students must first answer a prompt on their own, then come together in pairs or small groups, then share their discussion and decision with the class. - allows for individual thinking, collaboration and presentation in the same activity.
05 Success Criteria	- developed by the teacher and/or the student to describe what success looks like. - help the teacher and student to make judgements about the quality of student learning. - a really good way of making students aware of what is expected of them and can also encourage them to extend themselves during the course of the lesson.
06 Modelling	- shows how to do something well. - students can articulate how an answer or piece of work can be formulated and have a model of what a 'good one' looks like. - teachers think out loud; model worked examples with clarity on specific steps involved; model routines and behaviours.
07 Pride in Presentation	- pride is ownership. - students present their work and notes in a legible, sequenced manner and take pride in this. - teachers set and model high expectations for presentation and completion of work. - teachers display student work in their classrooms to instill pride in their students.
08 Revision Strategies	- all students regularly complete a blend of exam style questions and activities in lessons and for homework. - teachers explain the revising process explicitly, model the revision strategy with think-alouds and provide model answers to exam questions.
09 Plenary	- used by teachers during or at the end of a lesson. - the evaluative part of a lesson, where students reflect on what they have learnt and achieved during that teaching period. Furthermore, it can be a time to celebrate good work and outcomes. - effective plenaries (like the main learning session) must be planned.
10 Self Assessment	- requires students to reflect on their own work and judge how well they have performed in relation to the assessment criteria. - students mark their own work using mark-schemes, success criteria and/or exemplar materials. - teachers model how to use mark-schemes, assessment objectives, success criteria and exemplar materials to self-assess.
11 Yellow Sticker	- provide each student with 5 stickers by the end of Term 2, 10 stickers by the end of Term 4 and 15 stickers by the end of the Academic Year. - feedback must be actionable eg, "redo the questions you got wrong for homework and resubmit". - written feedback is wasted if students do not act on it. - provide yellow stickers to the tasks that are most meaningful eg. end of term / interim assessments
12 How to...	- operational aspects of our practice that change in response to the demands of our working environment, such as how to use an LCD screen; how to use assignments; how to set OneNote, etc.

The Responsibilities of an MGS Teacher

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GREATER LEARNING IS TRULY UNLOCKED WHEN WE ALL ASK **CHALLENGING QUESTIONS** AND **PERSEVERE** WHEN STRIVING TO FIND ANSWERS...

- Inspire with challenging and creative tasks.
- Make learning fun and be approachable.
- Have high expectations.
- Reward and praise.

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- Always identify chances to teach about relevant careers.
- Collaborate with colleagues across departments.
- Plan in detail and clearly communicate.
- Have an up to date knowledge of the content, the assessment criteria and the subject's place in today's world.

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- Mark work with actionable feedback.
- Create opportunities for students to reflect, redraft and set goals.
- Plan lessons and assessments with knowledge retrieval loops, feedback loops, and cognitive overload in mind.
- Believe that every Maidstonian has the potential to achieve and that Alps is a powerful tool in unlocking that.

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THEY ARE ABLE TO **IMMERSE** THEMSELVES IN THEIR STUDIES, **DISTIL** COMPLEX INFORMATION AND **REVISE** EFFECTIVELY...

- Explicitly teach how to revise, distil and reflect.
- Provide and purposeful learning environment.
- Support students in leading learning.
- Share clear assessment criteria, model answers and supportive resources.