

Core Learning and Teaching at MGS

The Learning Habits of Highly Successful Maidstonians	The MGS Teachers' Toolkit	The Responsibilities of an MGS Teacher
<p>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...</p> <ul style="list-style-type: none"> Actively involved in lessons. Answering and asking questions. Using resources to find solutions for themselves. Taking on difficult tasks with sustained effort. <p>MAIDSTONIANS UNDERSTAND THAT THEIR SUBJECTS ARE CONNECTED AND CAN MAKE LINKS BETWEEN THE SKILLS AND TERMINOLOGY WITHIN THEM...</p> <ul style="list-style-type: none"> Learning high level subject knowledge. Take risks in applying newly acquired skills. Embrace learning to learn. Make connections between different subjects and topics. <p>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...</p> <ul style="list-style-type: none"> 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. <p>MAIDSTONIANS ARE INDEPENDENT AND RESILIENT LEARNERS. THEY ARE ABLE TO IMMERSE THEMSELVES IN THEIR STUDIES, DISTIL COMPLEX INFORMATION AND REVISE EFFECTIVELY...</p> <ul style="list-style-type: none"> Take responsibility. Develop personalised systems to stay organised. Revise with purpose and focus. Manage their time and cognitive load to prevent 'burn out'. 	<div data-bbox="1050 407 1205 506"> <p>01 Entrance Activity</p> </div> <ul style="list-style-type: none"> 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. <div data-bbox="1050 512 1205 611"> <p>02 No Hands Up</p> </div> <ul style="list-style-type: none"> 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. <div data-bbox="1050 617 1205 716"> <p>03 Verbal Feedback</p> </div> <ul style="list-style-type: none"> 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. <div data-bbox="1050 722 1205 821"> <p>04 Think, Pair, Share</p> </div> <ul style="list-style-type: none"> 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. <div data-bbox="1050 827 1205 926"> <p>05 Success Criteria</p> </div> <ul style="list-style-type: none"> 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. <div data-bbox="1050 932 1205 1031"> <p>06 Modelling</p> </div> <ul style="list-style-type: none"> 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. <div data-bbox="1050 1037 1205 1136"> <p>07 Pride in Presentation</p> </div> <ul style="list-style-type: none"> 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. <div data-bbox="1050 1142 1205 1241"> <p>08 Revision Strategies</p> </div> <ul style="list-style-type: none"> 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. <div data-bbox="1050 1247 1205 1346"> <p>09 Plenary</p> </div> <ul style="list-style-type: none"> 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. <div data-bbox="1050 1352 1205 1451"> <p>10 Self Assessment</p> </div> <ul style="list-style-type: none"> 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. <div data-bbox="1050 1457 1205 1556"> <p>11 Yellow Sticker</p> </div> <ul style="list-style-type: none"> 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 <div data-bbox="1050 1562 1205 1661"> <p>12 How to...</p> </div> <ul style="list-style-type: none"> 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. 	<p>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...</p> <ul style="list-style-type: none"> Inspire with challenging and creative tasks. Make learning fun and be approachable. Have high expectations. Reward and praise. <p>MAIDSTONIANS UNDERSTAND THAT THEIR SUBJECTS ARE CONNECTED AND CAN MAKE LINKS BETWEEN THE SKILLS AND TERMINOLOGY WITHIN THEM...</p> <ul style="list-style-type: none"> 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. <p>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...</p> <ul style="list-style-type: none"> 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. <p>MAIDSTONIANS ARE INDEPENDENT AND RESILIENT LEARNERS. THEY ARE ABLE TO IMMERSE THEMSELVES IN THEIR STUDIES, DISTIL COMPLEX INFORMATION AND REVISE EFFECTIVELY...</p> <ul style="list-style-type: none"> 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.