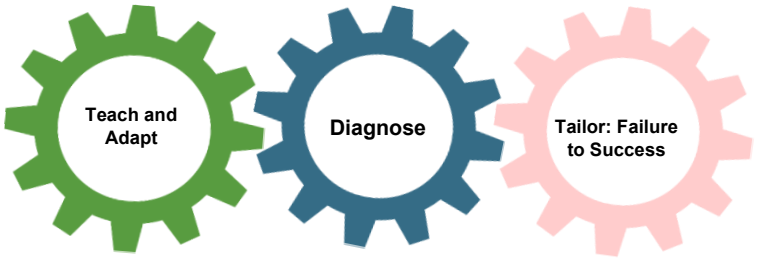
HOLY TRINITY
A BATH AND WELLS ACADEMY

Learning, Achieving and Flourishing Together in God's Promises, Goodness and Love.

Uplift Guide

Core Uplift Approach

Teach new concepts effectively, use adaptive techniques to ensure accessibility for all learners. Diagnose understanding through assessment and learning reviews and tailor instruction to transform failure into success.

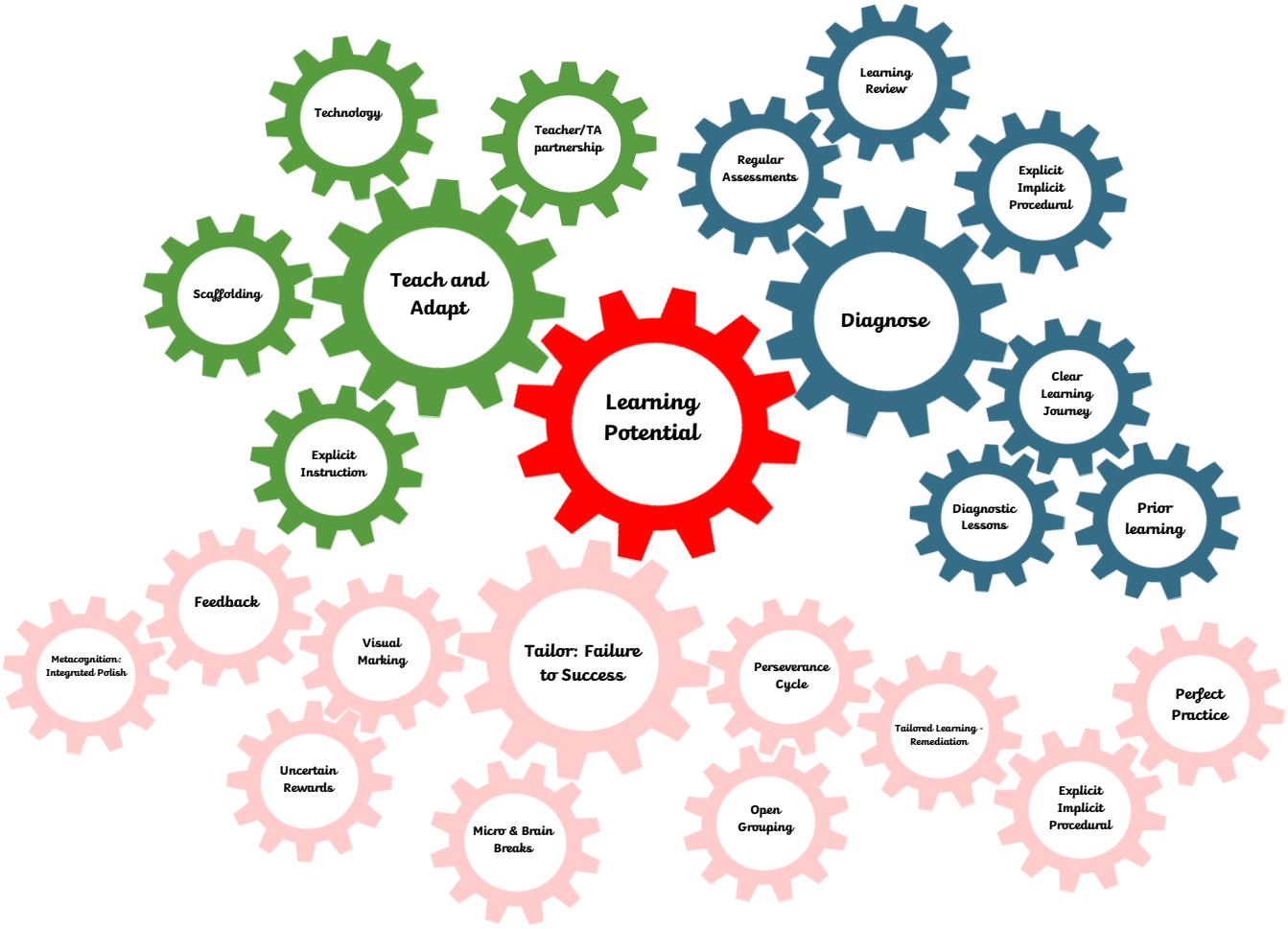


Vision

The Uplift Gear is an essential component of our emotional Gear. Uplift has a central goal of aspiring for all children to access their learning at or above their expected age. For a child to work towards reaching their potential, it is essential that they and the teacher understands where they are with their learning. The process uses several approaches such as learning reviews and the perseverance cycle to identify misconceptions and gaps in learning. This then allows learning to be tailored/adapted to push children up in their understanding, so they become more confident. Through this, Uplift challenges children to see failure as the pathway to success helping to develop their resilience when faced with concepts that maybe challenging.

Uplift Gears

The gears represent the different aspects of the mechanism that work together to help Uplift the children's learning potential.



Curriculum expectations for all

The fundamental tenant of Uplift is to give all children the opportunity to access or experience knowledge and content for their age group. We plan lessons that are aimed at curriculum expectations and then scaffold/adapt and tailor to support low confidence levels and provide extensions to challenge confidence children further.

When planning work for children it is important to understand the type of learning involved. Is the learning explicit, implicit or procedural.

Explicit. Implicit and Procedural learning

Explicit learning is a structured and direct approach to teaching where the teacher clearly outlines the learning objectives and provides step-by-step instructions. This method involves clear, straightforward teaching of specific skills or concepts, often including demonstrations, guided practice, and immediate feedback.
Key characteristics of explicit learning include:

- **Clear objectives**: The teacher sets clear goals for what students are expected to learn.
- **Direct instruction**: The teacher provides direct teaching of the material, often through lectures or demonstrations.
- **Guided practice**: Children practice the new skill or concept with the teacher's guidance.
- **Immediate feedback**: The teacher provides immediate feedback to correct misunderstandings and reinforce learning.
- **Independent practice**: children practice the skill or concept independently to reinforce their learning.

Implicit learning is a type of learning that occurs without conscious awareness or intentional effort. It involves acquiring knowledge or skills through exposure and practice, rather than through explicit instruction. This form of learning often happens naturally and automatically as individuals engage in activities and experiences.
Key characteristics of implicit learning include:

- **Unconscious process**: Learning happens without the learner being fully aware of it.
- **Incidental**: Knowledge or skills are acquired as a byproduct of engaging in an activity, rather than through deliberate practice.
- **Pattern recognition**: Learners pick up on patterns and regularities in their environment.
- **Long-term retention**: Implicit learning often leads to durable and robust knowledge or skills.

Examples of implicit learning include:

- **Language acquisition**: Children learn their native language largely through implicit learning by being exposed to it in their environment.
- **Motor skills**: Learning to ride a bike or play a musical instrument often involves implicit learning through repeated practice.
- **Social skills**: Understanding social norms and behaviours often occurs implicitly through observation and interaction.

Procedural learning is the process of acquiring skills and knowledge through repeated practice and experience, leading to the development of automatic, habitual behaviours.
Key characteristics of procedural learning include:

- **Repetition**: Skills are learned through repeated practice.
- **Automaticity**: Over time, the learned behaviours become automatic and require less conscious effort.
- **Skill acquisition**: It is often associated with motor skills, cognitive skills, and routines.
- **Long-term retention**: Procedural knowledge tends to be retained over long periods and is less likely to be forgotten.

Teach and Adapt

The **Teach and Adapt Gear** focuses on providing children with clear instructions and information on both new and current learning, helping them access and increase their confidence around the different concepts they are learning. To enable this, there are four essential concepts that ensure children, regardless of their learning stage and confidence levels, can all be successful in the classroom.

Teacher/TA partnership
It is the teacher's responsibility to teach the low confidence children, providing input on key skills through collaborative discussion. The Teaching Assistant, if available, is used on the whole to support and monitor the confident children. This needs to be a Teacher/TA partnership that is flexible and responsive.

Technology
The use of technology through iPads and visualisers allows children to access a wider variety of content and have their learning adapt very quickly mid lesson. iPads allow children to use accessibility tools to access learning and share their learning.

Scaffolding
Children are provided with writing frames, supportive documents tailored to a variety of levels of confidence to support learning or extend it further.

Explicit Instruction
Teachers provide clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice

Diagnose

The **Diagnose Gear** is an essential aspect of the uplift mechanism, as understanding where a child is in their learning is crucial for the teacher and child. This knowledge allows the teacher to provide the appropriate support to boost the child's confidence and progress.

Clear learning Journey
Central to the learning process is the importance of a clear learning journey through the creation of clear learning goals and success criteria. This provides the teacher and the children with a clear direction of their learning and expectations. Learning goals can be broken down into 3 distinct areas: explicit learning, implicit learning and procedural learning

Diagnostic Lessons
For each learning goal or success criteria for one of the core subjects a diagnostic lesson (core subject) is completed. This lesson provides the teacher with a clear view of the individual children's understanding. Diagnostic lessons are primarily used with explicit learning goals.

Diagnostic Lesson Structure

Task (Times are a guide)	Explanation
Integrated Polish **(5 minutes)**	At the beginning of each lesson, children will be given time to review their most recent learning review. They will spend time thinking about their learning and using their red polishing pen to make corrections and improvements. Children who have been successful and shown a high confidence will be given extension opportunities. Children who have shown low confidence can be supported further by the teacher
What, Why, Gears (WWG) **(5 Minutes)**	Provide the learning goals or the success criteria for the given lessons. Then discuss with the children why this aspect of their learning is important. Finally, discuss some of the success gears using questioning to connect ideas and thoughts together.
Teaching modelling and questioning **(20 minutes)**	Introduce new concept providing modelling examples, integrating well worded questions to challenge children's thinking. Teach the content in small steps, point out learning review expectations, checking for understanding after each step. This is an opportunity to connect new learning to prior learning and from other aspects of the curriculum. All teachers follow a standardised approach of questioning: pose question – pause (this could include talk partners) – pick a child (using hands down or hands up dependent professional judgment). As the children's confidence increases, introduce show me boards to start to rapidly ascertain their understanding, allowing the teacher to provide feedback and identify confidence levels. Children who show higher confidence to be released to complete independent work.
Application **(20 minutes)**	Task will dictate the need for group work, paired work, independent learning. Scaffolding resources to be provided to support different confidence levels. Extension activities to be provided to stretch confident children. Learning culture to enable to children self-challenge and not have a learning ceiling. Use mini plenaries to pick up misconceptions and challenge learning further
Learning Review **(10 minutes)**	Depending on the subject learning reviews may vary. Maths has a set learning review sheet completed in silence and independently for 10 minutes. Writing and topic may be established earlier in lesson or over multiple lessons.

Prior Learning Lesson

A Prior learning lesson is used at the start of a new unit of work in a foundation subject where the children have completed learning in previous year groups that link to this learning and enables the teacher to identify whether additional learning needs to be completed before they move on to new learning.

Learning Review

A **learning review** is completed at the end of a short-term explicit learning goal. It is used to independently assess a child's outcomes at the end of a lesson or a sequence of lessons, enabling the teacher to determine whether to advance the learning or to focus on consolidation. The learning review also serves as a reference point for children to understand how well they have secured their learning. Additionally, it provides a focal point for marking and polishing, supporting the metacognition process.

Regular assessments

Assessment is essential for diagnosing where children are in their learning. It is used to check children's understanding after sequences of implicit, explicit, and procedural learning. Regular assessments need to occur at the end of units of work, at the end of half terms, and at the end of full terms across all subjects. This information is crucial for moving children in and out of our open group system.

Tailored Learning: Remediation

Remediation refers to the process of providing extra instruction and support to children who have low confidence in a specific skill, understanding or proficiency in a particular subject. The goal is to help these children catch up and fill in any gaps in their knowledge or skills.
This can involve various strategies, such as:

- **Individualized instruction**: Tailoring lessons to meet the specific needs of each child.
- **Small group sessions**: Providing focused support in a smaller setting.
- **Additional practice**: Offering extra exercises and activities to reinforce learning.
- **Use of different teaching methods**: Employing various approaches to help students grasp difficult concepts.

Tailor: Failure to Success

The Tailor: Failure to Success gear is fully focused on showing our children that they can achieve in their learning and increase their confidence. It is underpinned by the teachers understanding of the child current confidence level and then tailoring the learning to fill gaps.

Visual Marking

Visual Marking is a process where buys the teacher uses highlighters to provide children with visual feedback about their attainment.
Visual Marking also significantly impacts teachers marking demands as the visual process linked with clear objectives and success criteria require no written comments.

Children's work can be marked in five ways:

- Straight Blue – Greater Depth
- Straight Pink – Above Curriculum Expectations
- Wiggly Pink – Curriculum Expectations
- Wiggly Green – Working Towards Curriculum Expectations
- Straight Green – Below Curriculum Expectations.

- Purple Highlighter: Teachers will use a purple highlighter to identify if a child has worked exceptionally hard and exceeded their expectations. That child will receive a purple ticket that is linked to our rewards system.

- Tailored Marking: At times, our use of standard visual marking is not appropriate for some children and will be adapted to suit their needs. This may involve the use of the purple highlighter to indicate level of effort and a meeting of expectations.

Feedback

- Verbal feedback is one of the most significant forms of feedback. Verbal feedback must be rapid, immediate and reciprocal. Providing lots of Micro Successes is a powerful way of motivating children – this is particularly powerful for motivation boys.
- Feedback given at a one to one level may be identified on a child's work by a VF.
    - Rapid: Feedback given needs to be clear and precise with the child allowed to put the feedback into action.
    - Immediate: feedback provided at the point of a new skill being practiced is very powerful feedback.
    - Reciprocal: Feedback is a two way process that can be given to one person, but may apply to many. Feedback can be shared with larger groups and learning can be further shared between learners.

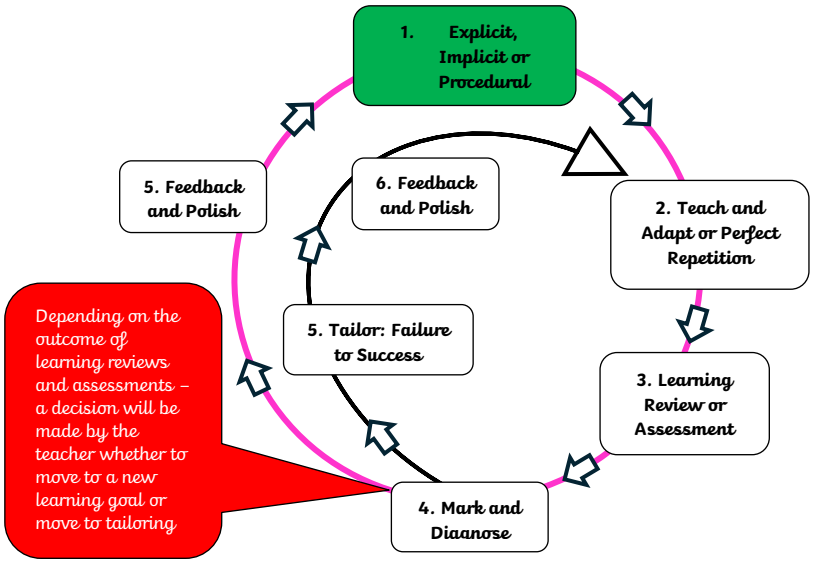
Perfect Practice

It is essential that when children are practicing a new skill or rehearsing a skill that needs to be embedded through a procedural process, that they practice it accurately. This ensures that they are ingraining the correct process into their long-term memory. It is vital that the adults supporting children pay close attention to fundamental skills that support children with other aspects of their learning such as handwriting to ensure no bad habits become engrained. For explicit learning, the use of regular assessments and learning reviews are important tools in checking that the children's practice is heading in the correct direction.

Perseverance Cycle

The **perseverance cycle** is about giving children more time to practice and improve a skill. Through diagnostic assessments, prior learning lessons, and regular assessment information, teachers can allocate more time for children to practice skills. Simultaneously, they can consolidate and extend the learning of children who have met the expected standards.

The duration of the perseverance cycle will differ dependent on the type of learning. Explicit learning will require rapid use of the cycle to ensure the learning is achieved. When using explicit learning, perseverance cycles will usually work on a whole class process i.e. when enough children have learnt the skill the class will move on – children who have not met expectations will be supported through additional remediation/tailoring. Learning that is implicit or procedural will run over greater time frames and will focus more directly on individual children.

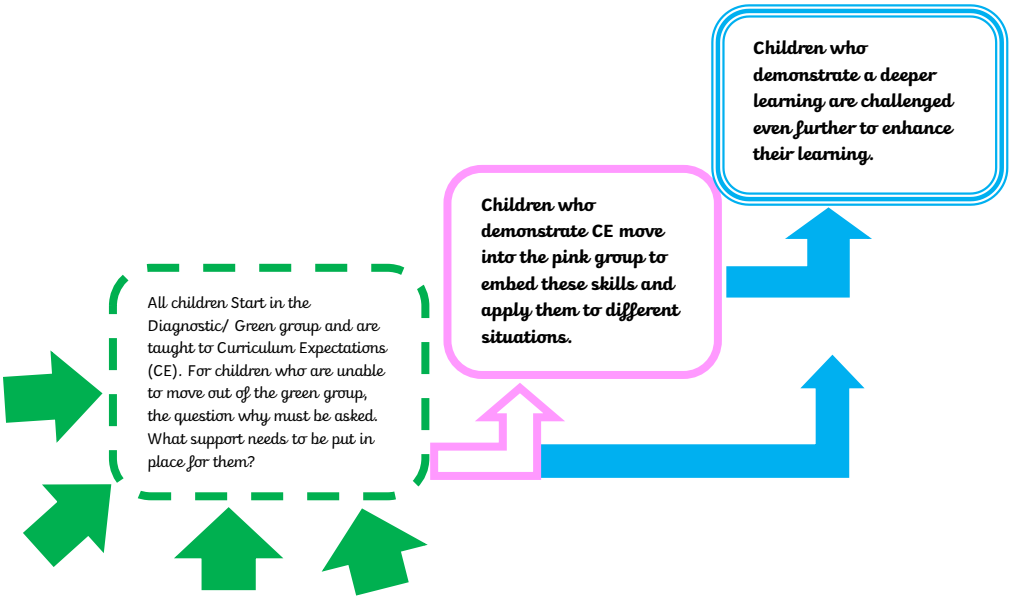


Metacognition: Integrated Polish

The Learning Review activity is a central aspect of the Uplift approach. It provides an opportunity for reciprocal discussion and collaborative feedback between teacher and child enabling metacognitive thinking. At the beginning of all core subject lessons, children will be given the opportunity to review their learning and polish their learning. It is vital for children to be given the time to think about their thinking - metacognition by polishing (correct and improve) their Learning Review or applying their learning to new contexts. This should be an integrated and integral part of the lesson. We call it an Integrated Polish which is 5-10 minutes at the beginning of a lesson that allows children to review their work allowing for metacognition so children can make basic corrections – they use a red pen to make their thinking clear. Teachers are also able to provide whole class feedback and individualised feedback if needed. Children also have the opportunity to use a purple pen for polishing that come before marking and is independent thinking.

Open Groupings

The perseverance cycle is about giving the children more time to practice and improve a skill. The data generated from the diagnostic/prior learning lesson, learning reviews and regular assessments will enable the teacher to create open groups. Open groups give the children the opportunity to aspire. All children will start in the diagnostic/green group, and will have the opportunity to up-level themselves into the pink/blue group through achievement and success. Below is a diagram that shows the progression that all children have the opportunity to aspire and work towards.



Opening groupings allow children to move in and out of groups designed to target their confidence levels in specific areas of learning. Children change groups based on current data. The frequency of outcome data generation will depend on the type of skill being learned.

Clear Learning Journey

Central to the learning process is the importance of a clear learning journey through the creation of clear learning goals and success criteria. This provides the teacher and the children with a clear direction of their learning and expectations.

Uncertain Rewards

The aim for the teacher is to work with the green group to **tailor the learning** to increase the child's confidence so they achieve pink. If you challenge yourself and work towards achieving that challenge, you feel good though the release of dopamine. When a child has seen green and then works hard to achieve pink, it is a great feeling and through the release of dopamine reinforces the concept of challenging yourself feels good. This is supported by an additional positive consequence from the perseverance cycle. The use of the learning reviews means children do not know their outcome until they see the visual marking which provides feedback. Neuroscience research has found that people are more motivated to achieve something when the reward is uncertain. Working for an **uncertain reward** makes the whole situation more like a game than work. The human brain uses a process called: 'intrinsic reinforcement'. When you challenge yourself to do something and then you achieve, your brain secretes a neuron transmitter called dopamine. Dopamine makes you feel good and motivates you to achieve more and do that thing again:

1. CHALLENGE – ACHIEVEMENT – DOPAMINE - CHALLENGE – ACHIEVEMENT – DOPAMINE
2. Uplift: CHALLENGE – PINK GROUP – DOPAMINE - CHALLENGE – PINK GROUP – DOPAMINE
3. The Uplift approach utilizes the uncertain rewards by providing all children with challenge and the opportunity to achieve and attain PINK/BLUE group status.

Micro and Brain Breaks

To enhance the learning process, rest is essential. Two approaches are used: Microbreaks and Brain Breaks. Microbreaks are used throughout the lessons. These are short, ten second breaks where the child stops and pauses their learning, letting their brains rest. This helps improve their ability to retain the learning. Studies have shown that 10 second micro breaks taken during a learning sequence can help speed the rate of learning and the brain continue to repeat the learning process during this rest a 20 times the rate. Brain breaks are longer breaks which happen throughout the day. It gives the pupils a chance to rest their brains in between lessons.