

Expedition Review Protocol 2.5

Purpose

To ensure maximum signal to noise, we can structure our accountability process, through our design principles, down - asking the same simple questions at any level of accountability. They can then become more granular in a hierarchical way, grown out of the root of the Design Principles, our 'Culture Burger'.

Our Design Principles

"At XP, we build **our community** through **activism**, **leadership** and **equity**, sharing **our stories** as we go..."

Building our Community

"What do we do to survive, sustain and thrive...?"

Activism

"How are we actively contributing to building a better world...?"

Leadership

'How are we moving towards where we want to be ..?'

Equity

"What do we need to be the best version of ourselves..?"

Sharing our Stories

"How are we doing the right things, in the right way, with the right tools..?"

The construction, delivery and evaluation of our learning expeditions links directly to our design principles and we are mindful of this connection whilst planning, teaching and reflecting on expeditions.

The process of developing learning expeditions is not fixed and as teachers we are constantly developing, adapting and changing the learning experience for students through a process of review. A significant part of our process of co-constructing high quality learning expeditions is to build in time for teachers to reflect on and evaluate learning experiences in a formal setting at the end of expeditions.

This review process allows teachers to reflect upon key aspects of curriculum design such as: the appropriateness of expedition theme; the relevance of standards that are being addressed as part of the expedition; the knowledge and skills that are being developed; the level of challenge; opportunities for developing character; the developing progression of learning; the creation of high quality student work and the synergy between learning expeditions and our design principles.

Another purpose of the review is to allow teachers to be accountable for their work to peers, school leaders, governors and partners.

Scale	Rubric	Narrative
4.0	Excellence	The subject is evident in the expedition for all students
3.0	Secure	The subject is evident in the expedition for nearly all students
2.0	Developing	The subject is evident in the expedition for some students
1.0	Beginning	The subject is not evident in the classroom

The following areas are scrutinised in our expedition reviews and are the basis for discussion about the success of each learning expedition and areas for improvement or refinement.

1. CHOICE AND THE FOCUS OF THE EXPEDITION

CHOOSING AND FOCUSING ON THE TOPIC:	Qualitative assessment: comments, feedback, questions and suggestions	Quantitative assessment
<ol style="list-style-type: none"> How were the content and/or skill standards chosen? Were the learning targets successfully adapted from the standards? Was there a clear link between the learning targets and what students learned and how that was assessed? How will the standards covered in the expedition allow for progression through KS1 and into KS2? Does the expedition integrate the arts and technology? How was this planned for? 	<ul style="list-style-type: none"> - Content developed by expedition leads and expanded on during XP planning day with standards taken from curriculum standards map. - We have adapted the content but still in line with the curriculum standards to target the skills, abilities and prior knowledge of Carcroft children. Extra time was adopted for the 'heroes' to enable children to understand the concepts and impact. - Assessment to be developed further with Touchdowns built in at the end of each Case Study. - Case study 2 is an art focus. Again this has been designed by expedition leads, but has been tailored to Carcroft and the work of Quentin Blake. - Computing case study 3 builds on KS1 and KS2 standards. This is based around Ipad use. - All skills will be showcased in the final product. 	3

TEXT SELECTION:	Qualitative assessment: comments, feedback, questions and suggestions	Quantitative assessment
<ol style="list-style-type: none"> Why was the specific anchor text chosen? Did it fulfil its desired purpose? (eg: building vocabulary) Were other texts used within the expedition? If so, how? 	<ul style="list-style-type: none"> <i>- Anchor text will be utilised by the class reader and as a link to the art, through the associated illustrators work. These were suggested by the expedition leads. Text has been used as a class reader due to the complexity for Y1 children.</i> <i>- Additional texts (again recommended by expedition leads) have been used to introduce and embed concepts, such as racial equality and community heroes.</i> <i>- Writing linked to expedition was introduced in Autumn 2. This decision was made to allow the children to understand the concepts involved and then to be able to write more easily and reduce their cognitive load during the writing process. In Autumn 1, we made the decision to write a traditional tale, involving a hero and villain, so that the children could focus on the writing process after the summer holidays.</i> 	2.5

2.EXPEDITION COMPONENTS AND DESIGN

GUIDING QUESTION	Qualitative assessment: comments, feedback, questions and suggestions	Quantitative assessment
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<ol style="list-style-type: none"> 1. What was the expedition guiding question? Was it accessible and challenging ? In what ways did it drive student thinking? 2. Was the guiding questions big enough to cover the ideas/broader concepts of the expedition? 	<p><i>Do all hero's wear capes? How can I be a hero in my community?</i></p> <ul style="list-style-type: none"> - <i>This has challenged the children's thinking and discussion..</i> - <i>A clearer link to people who directly influence our community would have enhanced this, but has allowed us to incorporate historical world figures, as well as more modern community influences..</i> - <i>We made the decision for Y1 children to focus on local heroes. They have discussed some of the key concepts, such as segregation and equality.</i> - <i>The discussion around local heroes has been incorporated into the final product and linking to the Quentin Blake writing.</i> 	3
ASSESSMENT & OUTCOMES	Qualitative assessment: comments, feedback, questions and suggestions	Quantitative assessment
<ol style="list-style-type: none"> 1. How were students assessed during the expedition? 2. How did you ensure that academic work is rigorous and demanding for all students? 3. Were students given the opportunity to achieve their MEG through a number of different methods or assessments? 4. Student achievement. How did students perform during the expedition ? What percentage achieved, exceeded or were below their MEG? 	<p><i>Protocols have been used throughout sessions.</i></p> <p><i>AFL live exit tickets have been introduced as children become more confident with the protocol. Further development is required.</i></p> <p><i>The expedition themes have had to be significantly chunked down to allow the children to achieve some MEG's.</i></p> <p><i>Y1 children have slightly amended a section of case study 1, due to conceptual understanding. EG Exploring differences and similarities between peers rather than focusing on the history of racial equality..</i></p>	2.5
CASE STUDIES	Qualitative assessment: comments, feedback, questions and suggestions	Quantitative assessment

<ol style="list-style-type: none"> 1. Did case studies focus on a unique person, place or thing (e.g.the Roman history of Doncaster), or did they narrow a broad topic by focusing deeply on a particular sub-topic or perspective? If so, how? 2. Did case studies require students to engage in original research with primary source materials, just as professional historians, mathematicians, scientists, and writers would? 3. How did the case studies help students make links between their academic learning and the real world, and help to build bridges between the school and local community? 	<ul style="list-style-type: none"> - <i>Throughout the case study, the children have been introduced to a series of significant people, who have been heroes throughout history..Two significant people have been used to focus on the race aspect of the case study.</i> - <i>Case study have presented information to the children, but has allowed for discussion.</i> - <i>Links have been made where possible</i> <ul style="list-style-type: none"> - <i>Eg Florence Nightingale to real life nursing</i> - <i>Tom Moore to fundraising</i> - <i>MLK and Rosa Parks to modern day quality and celebrations of differences.</i> - <i>Writing projects have also incorporated Mary Seacole and Wilm Rudolph.</i> - <i>The Captain Sir Tom Moore section was used to launch a fundraising drive to buy a defib for the community to be placed at school. Visits from experts have also helped to drive local links.</i> - <i>The use of primary resources have been limited due to the age of the children and the work to explain quite ambitious concepts, such as segregation, racial equality and discrimination.</i> 	
FIELDWORK	Qualitative assessment: comments, feedback, questions and suggestions	Quantitative assessment
<ol style="list-style-type: none"> 1. Did fieldwork have a clear purpose that enriched the work of the learning expedition, case study, or project (e.g. data collection, interviews, structured observations) and allow students to be researchers, not spectators? 2. How was fieldwork used when students returned to the 	<p><i>During this expedition, the children have not engaged with fieldwork. We have utilised a range of experts to supplement this element of the expedition.</i></p> <p><i>It was felt that to find a meaningful link to the</i></p>	1

classroom?		
EXPERTS	Qualitative assessment: comments, feedback, questions and suggestions	Quantitative assessment
<p>1. Who were the experts within the expedition? Did teachers regularly engage with experts during fieldwork and as classroom guests.</p> <p>2. How were experts used within the expedition?</p> <p>3. What impact did experts have on the expedition and / or product?</p>	<p><i>Experts</i></p> <ul style="list-style-type: none"> - Nurse visited to discuss changes in nursing - Drama workshop to bring to life some of the concepts in the 'Let them March' book. <p><i>Provided a different real life context to the discussions. The drama workshop allowed the children to 'experience' some of the ideas.</i></p>	
PRODUCT	Qualitative assessment: comments, feedback, questions and suggestions	Quantitative assessment
<p>1. What was the expedition product /performance? How did it represent the expedition content and skills?</p> <p>2. How did the product / performance engage and motivate students? How does /did the product / performance represent craftsmanship, quality and authenticity?</p> <p>3. Who was/is the audience for the product /performance? How does / did it link students to the real world?</p>	<p><i>Decided to produce community boards, discussing different community heroes and linking to the art work. These will be displayed on small boards placed on the external school fencing, to promote the key concepts in the community.</i></p> <p><i>Local community, adults and children.</i> <i>Focus on real world people, as well as people who work in the Carcroft community.</i></p>	

3. PRODUCING HIGH QUALITY WORK

PRODUCING HIGH QUALITY WORK:	Qualitative assessment: comments, feedback, questions and suggestions	Quantitative assessment
<p>1. How were models of work used within the expedition?</p> <p>2. How were rubrics and critique protocols used so that students could analyse the strengths of their own work and identify next steps for improvement?</p> <p>3. What evidence is there of students reflecting and improving on their work throughout the expedition?</p>	<p><i>A finished product was mocked up on the computer to develop the idea and show children the aim</i></p> <p><i>Written model of excellence was used.</i></p> <p><i>Artist model of excellence - Canvases created</i></p>	

4. THE FLOW OF THE EXPEDITION

THE FLOW OF THE EXPEDITION:	Qualitative assessment: comments, feedback, questions and suggestions	Quantitative assessment
<p>1. Did the expedition begin with an immersion experience for students that ignites curiosity and sparks interest in the topic? Did the immersion build background knowledge for students in the expedition content?</p> <p>2. Was the expedition backwardly planned to ensure adequate time for work to be completed to a high standard? Were students able to input into a public calendar for the expedition?</p>	<p><i>Expedition began with a hook day. This focused on community heroes and incorporated dress up, training, photography and poetry. This encouraged the children to think about their heroes.</i></p> <p><i>The drip feed of experts has also helped to keep the children hooked into the expedition.</i></p> <p><i>Due to the late change in Covid protocols, the plan is to develop a short video showcasing the learning and the pupil's voice.</i></p>	<p>3</p> <p>3</p>

3. Did the expedition culminate with a celebration or sharing of student learning?	The product launch is planned for Spring, to allow the children to share the product as the weather changes abd allow more people to attend if they choose.	2
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RECOMMENDATIONS for future iterations of this expedition

- Complete as a summer expedition. This would allow the children to discuss the concepts when they are slightly more mature and able to understand the key elements. This would particularly benefit Y1.
- Complete High Energy product further into the year. Children are still developing key skills, such as their handwriting at this stage of the year.
- Longer / more focused look into one person throughout the history, would have allowed children to understand and drive their learning.
 - Eg. Deeper look into Rosa Parks, could have also included branches off into people such as Martin Luther King and Wilma Rudolph.