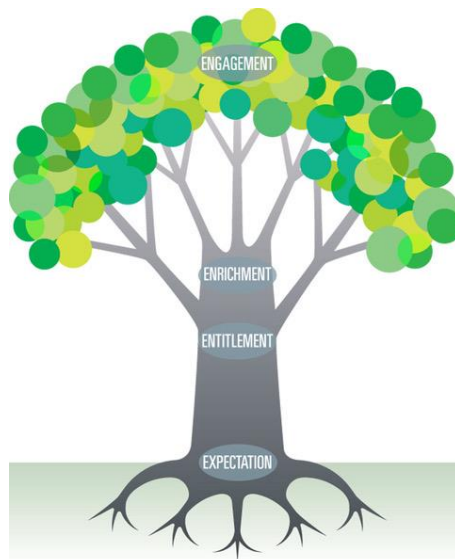# EQUALS TRUST

EQT Principles for Learning

Adopted: Summer term 2018

Review: Summer term 2019

Introduction

The provision of exceptional Teaching and Learning is of course fundamental to everything we believe in at Equals Trust. To this aim we have drawn together the philosophy and good practice of Equals Trust and our schools as 'Principles for Learning'. This is also on the EQT website.
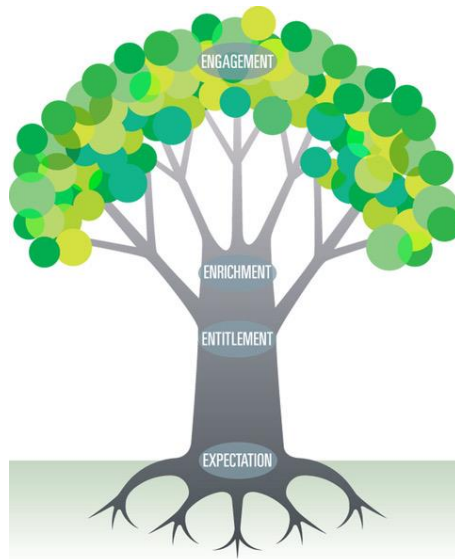
We have four E's that underpin our 'Principles for Learning':

- **E**xpectation – the vision and aims of EQT, the **roots** and expectations of being part of Equals Trust.

- **E**ntitlement – the 3 main areas, Curriculum, Teaching and Learning and Assessment for Learning - the core **trunk** of provision.

- **E**nrichment – **branching** out with Trust activities to enrich the Entitlement.

- **E**ngagement – the 2 main areas of CPD and School Improvement enable us to deliver the Entitlement through the **canopy** of Engagement.

All these strategies are being developed by different leadership groups and will be continually improved with new ideas and initiatives; for example, the Assessment group and the Principles for Assessment, the Deputy Heads and Mick Walters Curriculum group and the Teaching and Learning Principles are being created by the Leadership Group (the head teachers).

The Engagement of Continuing Professional Development will enable us to provide the Entitlement through shared professional development, the development of expertise and sometimes outsourcing to other collaborative partners, for example teaching schools and the EMESS (formerly the LA). We now have a School Improvement Strategy in place and a good practice toolkit. A focus for us is to implement our own 'EQT Good Practice Scheme' which we are developing with the EMESS (LA), this will enable us to accredit specialist teachers in our Trust in areas of learning similar to the AST model.

We believe that EQT schools are defined by our philosophy and vision which is the basis for our 'Principles for Learning' and how we support teachers in enabling our children to grow in their learning and in life. These tools for defining great practice will be a guide for improving our provision throughout the Trust.

The Principles of Learning

- **E**xpectation – The vision and aims of EQT, the roots and expectations of being part of Equals Trust. (See Appendix 1 - Expectations)

The vision of EQT states how our schools work together collaboratively and in partnership with each other to achieve the best for the children in our care. It sets the standards for our schools and the parameters of expectation.

- **E**ntitlement – The 3 main areas, Curriculum, Teaching and Learning and Assessment for Learning - the core trunk of provision. (See Appendix 2 - Entitlement)

The National Curriculum is the basis of our school's curriculum. We have taken a close look at the skills and objectives to develop it's breadth and balance. By looking at the principles for designing a curriculum, the deputy heads study group working with Mick Waters, have looked at how the provision, enhancement and enrichment can be designed around learning independently and collaboratively for our schools and children. Links to the locality and environment, deepening knowledge by combining skills for learn and personal skills will enable schools to benefit from collaborative partnership working with other schools whilst retaining their own school specialities and uniqueness. Please see appendix 2 and related documents for further information on our Curriculum Design.

Our EQT model for Teaching and Learning identifies the qualities and skills needed for fantastic teaching and how children learn to enable them to be effective learners. The Leadership Group of head teachers have developed this model to reflect not only the best practice but also the **Expectations** of Equals Trust. This is used to support the development of teaching and learning across the Trust. Please see appendix 2 and related documents for further information on our Teaching and Learning model.

Assessment for Learning is an essential element of teaching and learning and the Assessment Group have developed a set of 'EQT Principles for Assessment' (see link). This enables schools to work within guidance but in a way, that benefits their school. The consistent methods of data collection and analysis of performance enable the Trust to support schools through initiatives and school improvement. Please see appendix 2 and related documents for further information on our Assessment Principles.

- **E**nrichment – Branching out with Trust activities to enrich the Entitlement. (See Appendix 3 - Enrichment)

All schools undertake a huge amount of enrichment activities, for example educational visits and events. Enriching the curriculum through Trust activities are an important part of our collaborative work together, making our Trust a special place for children to thrive. Children will meet and interact with children from other schools, learn from each other and take part in inter school activities and events.

Please see appendix 3 and related documents for further information on our Trust enrichment activities.

- **E**ngagement – The 2 main areas of CPD and School Improvement enable us to deliver the Entitlement through the canopy of Engagement. (See Appendix 4 - Engagement)

Through the work of the Leadership Group (LG) and the rich good practice identified in our schools, we are able to provide excellent shared professional development between our schools and in support of our schools. This enables our staff to thrive and to provide the best practice for the children in our care. We have several networks and learning groups as well as projects to enhance teaching and learning. This includes our good practice toolkit and EQT Lead Practitioners who are accredited and can support schools across the Trust.

We are also able to access CPD in collaboration with others, for example Teaching Schools, Research Schools, the Rushcliffe Learning Alliance networks and the EMESS (LA) CPD offer. Many of these can be made bespoke to our Trust and school needs. Please see appendix 4 and related documents for further information on our CPD framework.

EQT's 'School Improvement Strategy' outlines our principles for supporting schools, being proactive in preventing issues arising and sustaining good practice as well as supporting the improvement of practice when required. The head teachers of the Leadership Group (LG) have Trust roles for school support plus we work in partnership with external School Improvement Advisors. Please see appendix 4 and related documents for further information on our 'School Improvement Strategy'.

It is important that after analysing a school's performance that the needs are identified and the support provided to improve. There is a great deal of excellent and exciting practice in our schools and a desire to share it. Strengths and good practice are identified in schools and these are used for further improvement. Schools work in partnership on new initiatives and developing good practice, looking to provide the best opportunities for our children to learn and grow. As we state in our vision *'teaching and learning is at the centre of all we do'*. Please see related documents for the EQT Improvement Plan
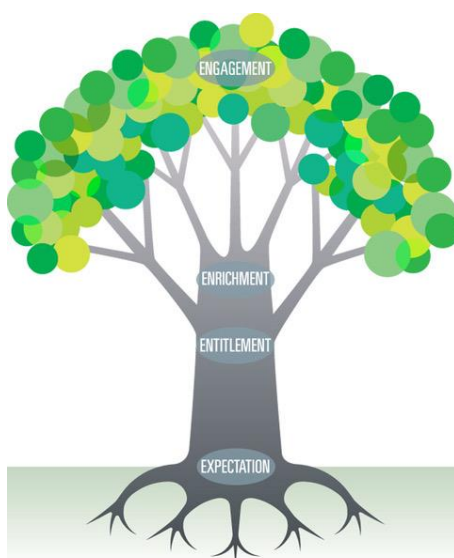
Other related documents

1. EQT School Improvement Strategy
2. Accreditation for Lead Practitioners
3. Good Practice Toolkit
4. EQT Assessment Principles
5. EQT Improvement Plan
6. Equals Trust website – teaching and learning – Principles for Learning

Appendix

1. Expectation

2. Entitlement
    a. Curriculum design
    b. Model for Teaching and Learning
    c. Principles for Assessment

3. Enrichment

4. Engagement
    a. CPD Model
    b. School Improvement Strategy and appendices
    c. Accreditation for Lead Practitioners
    d. Good Practice Tool Kit.

Appendix 1

Expectation
The vision and aims of EQT, the *roots* and expectations of being part of Equals Trust.

We work collaboratively together with a clear purpose and direction, where:
- teaching and learning is at the centre of all we do;
- children enjoy, and are engaged in, a curriculum that challenges and excites them;
- we develop responsible citizens who value diversity;
- we ensure a culture of high expectations amongst all our children;
- children value themselves and each other, developing the self confidence and resilience to face future challenges;
- the contributions made by all stakeholders are valued.

We work effectively in school partnerships to enhance our provision by:
- Extending the learning opportunities and activities for pupils;
- Enriching the curriculum through partnership working and shared resources;
- Enabling the greater sharing of excellent teaching and learning;
- Enhancing the professional development of teaching and support staff;
- Building mutual support and accountability for Head Teachers and Governors;
- Securing cost and resource efficiencies through joint commissioning.

Appendix 2

Entitlement - the *core trunk* of provision.		
Framework	**Key Features**	**Good Practice Toolkit**
Curriculum Design	**Provision:** • National Curriculum – skills and objectives • Broad and Balanced • Links to the locality and environment. • Deepening • Combine skills and personal skills to learn knowledge • Project with Mick Waters: <table><tr><td></td><td>drip</td><td>block</td><td>link</td></tr><tr><td>Learning about</td><td></td><td></td><td></td></tr><tr><td>Learning how to</td><td></td><td></td><td></td></tr><tr><td>Learning through</td><td></td><td></td><td></td></tr></table>	Could the deputies group write a set of principles and a design (eg: Provision / Enhance / Enrich) for – 'Learning independently and collaboratively for EQT children'. **How children learn:** • Growth mindset • Characteristics of learning • Essential milestones • Cognition • Metacognition • Engagement – Intellectual structures and challenges (not entertainment)
Teaching and Learning	Model for quality teaching and learning	
Assessment for Learning	• EQT Principles for Assessment • Assessment cycle (including moderation and book scrutiny/dips)	

Appendix 3

Enrichment
Branching out with Trust activities to enrich the Entitlement.

	Trust Inter-school activities/events: • **Sports** – football and boccia inter school tournaments. • **Story Telling** – Children learning the art of storytelling, working in and supporting children from other schools, ultimately holding a performance evening of storytelling. • **Singing** – all schools performing at the Albert Hall. • **E-Safety project** – children from all schools developing guidance and information.

Appendix 4

Engagement - deliver the Entitlement through the *canopy*.		
Framework	**Key Features**	**Good Practice Toolkit**
CPD	1. Shared Professional development	• Peer Review / triads • Paired work • Mentoring • Bespoke support - good practice / expertise in the Trust • Self-assessment against our model of T and L – appraisal and CPD • LG – heads T and L roles • Office 365 groups • Projects

	2. Expertise	• Good practice audit:
		   o Identified in Trust
		   o Offers and needs
		   o Action plans
		• Good Practice tool kit
		• Bespoke
		• EQT accreditation for Lead Practitioners – expert practitioners lead across the Trust

	3. Outsourced	Teaching Schools • Research Schools – EEF (Education Endowment Foundation – teaching and learning toolkit) • RLA networks • LA CPD offer
School Improvement	• Strategy and appendices	(documents attached and on the web site)
	• Accreditation for Lead Practitioners	(documents attached and on the web site)
	• Good Practice toolkit	(documents attached and on the web site)