

MODEL OF LEARNING AT SISSINGHURST BASED ON BLOOM'S TAXONOMY

May be led by the planning cycle and look different in each subject area

review -> Plan -> Do

TEACHER EXPECTATIONS

Facilitator of 'new' creations led by the child. Guiding groups & individuals
QUESTIONING coaching style interactions

Collaborative T+Ch+Group work
DISCUSSION & LANGUAGE
 Examples of expert work provided by T

Teacher led
 Regular assessment dynamic planning explicit **STEPS to SUCCESS**

CHILD EXPECTATIONS

Becoming an 'expert'
 Becoming the creator of something new
 Leading the learning activity

Problem solving
 Comparison
 Transferring and linking skills and knowledge across subjects
 Looking at examples of 'expert work'

Knowledge & skill organisers
 Sequencing & revisiting
 Regular low stake testing

Fruit and Flourish
 Creation and evaluation of learning - this is an 'end point' which demonstrates the ability to combine learning to make something new

Growth of Learning
 Application and analysis of our root learning in all subject areas - this may be especially evident in our learning journey work

ROOTS of Learning
 Understanding and remembering knowledge and skills taught through the curriculum subjects

