



Mosaic Schools Learning Trust Teaching and Learning Model

'Tell me and I forget. Teach me and I remember. Involve me and I learn.' Benjamin Franklin

At Mosaic Schools Learning Trust, we recognise the vital role that a high-quality curriculum and effective teaching play in securing excellence for every child, every day.

We believe that every pupil is entitled to an ambitious, inclusive and carefully sequenced curriculum that provides strong foundations for future learning and success. Rooted in secure knowledge, rich language and deep understanding, our curriculum is designed to ensure that all pupils develop the knowledge, skills and dispositions needed to thrive both academically and personally.

Through high-quality teaching and secure subject expertise, we support pupils to build increasingly complex knowledge, make meaningful connections in their learning and apply what they know with confidence, independence and purpose. Our approach is underpinned by a commitment to high expectations, inclusion and achievement for all, ensuring that every pupil can access, participate in and succeed within the full curriculum.

Our Teaching and Learning Model draws on evidence from cognitive science, effective teaching and learning research, and the principles of high-quality teaching that enable all pupils to secure, connect and apply their learning successfully over time.

Technology is used purposefully and selectively to enhance teaching, learning, inclusion and accessibility, supporting pupils to engage with, apply and communicate their learning effectively.

Successful implementation of the curriculum is strengthened through the Trust's core values of being respectful, resilient and resourceful. These values shape our culture, relationships, attitudes and behaviours, enabling both pupils and staff to flourish within a positive and purposeful learning community.

This document sits alongside the Trust's Leadership Aspirations and Disposition Model and the Trust's Education Strategy.

The Foundations of our Teaching and Learning Model

The Trust's Teaching and Learning Model has been informed by Peps McCrea's, 'The core tasks of teaching' model '(Developing Expert Teaching 2023)

This model identifies the key areas of expertise that teachers draw upon continuously in order to secure effective learning and achieve the greatest impact for pupils. These core tasks provide a clear and coherent structure through which teachers can design learning, respond to pupils' needs and continually refine their practice.

These core tasks have informed the teaching and learning domains within the Trust's Teaching and Learning Model below.

Professional Behaviours and Self-Awareness	Developing professional expertise through reflection, collaboration and continual professional development,
Curriculum Design	Designing a carefully sequenced curriculum that enables pupils to build and connect knowledge, skills and understanding over time.
Assessment for Learning	Using assessment purposefully to understand what pupils know and can do, identify misconceptions and inform next steps in learning.
Effective Instruction	Using evidence-informed teaching approaches to explain, model, guide and support learning so pupils successfully acquire, retain and apply knowledge
Motivation to Learn	Creating learning environments and experiences that foster engagement, effort, independence and positive attitudes towards learning.
Eradicating Barriers and Equity for All	Identifying and removing barriers so all pupils can access and succeed within ambitious learning.
Purposeful Learning Environments	Creating well-organised and inclusive environments that maximise learning opportunities and pupil independence.

Applying the domains in practice through effective pedagogy and practice.

Domains	Rationale	Practices
Professional Behaviours and Self Awareness	High-quality teaching relies on professional expertise, self-awareness and a commitment to continual improvement. By reflecting on our practice, engaging in purposeful professional learning and collaborating with others, we strengthen our ability to meet the needs of all pupils and secure the best possible outcomes every day.	Teachers will: • Maintain high expectations for themselves and every pupil. • Engage fully in professional learning opportunities and apply learning to classroom practice. • Work collaboratively through coaching, mentoring and professional dialogue. • Reflect critically on practice and seek feedback to support continual improvement. • Engage with educational research and evidence-informed practice. • Use technology and emerging digital tools professionally, ethically and purposefully. • Contribute positively to a culture of trust, collaboration and professional growth. • Uphold and model the highest standards of professional conduct and integrity.
Curriculum Design	Designing and delivering an ambitious, inclusive and carefully sequenced curriculum that provides strong foundations in knowledge, language and understanding. Through clear curriculum progression and secure subject expertise, pupils build increasingly complex knowledge, make meaningful connections in their learning and successfully apply	Teachers will... • Have a secure understanding of curriculum progression and sequencing • Plan a curriculum that addresses cultural capital deficits. • Understand foundational knowledge, vocabulary and concepts. • Connect prior learning with new learning. • Anticipate misconceptions and barriers to learning. • Teach essential vocabulary explicitly. • Draw purposeful connections within and across subjects. • Understand substantive and disciplinary knowledge. • Consider how technology can support curriculum outcomes

	what they know in a range of contexts over time.	
Assessment for Learning	Using assessment purposefully to understand what pupils know, understand and can do. Through responsive teaching, assessment provides insight into pupils' strengths, misconceptions and next steps, enabling teachers to adapt learning, secure strong foundations and support all pupils to make progress through the curriculum.	Teachers will: Teachers will... • Use formative assessment routinely. • Check understanding regularly. • Identify misconceptions and gaps. • Adapt teaching in response to assessment. • Determine readiness for new learning. • Use questioning effectively. • Provide opportunities for pupils to demonstrate understanding. • Use summative assessment appropriately. • Use digital technologies to gather and respond to assessment information.
Effective Instruction (delivering the content)	Using evidence-informed teaching approaches to present, explain, model and practise new learning effectively. Through clear instruction, responsive teaching and purposeful practice, pupils develop secure understanding and are supported to apply their learning successfully.	Teachers will: • Activate prior knowledge. • Present new learning clearly and in manageable steps. • Explicitly teach vocabulary and concepts. • Use effective questioning. • Check understanding throughout learning. • Address misconceptions promptly. • Model thinking and learning processes. • Provide structured guided practice. • Enable purposeful independent practice. • Use review and reflection to strengthen retention. • Use technology purposefully to enhance explanation, modelling, practice and feedback.

Motivation for learning	Creating a learning environment where pupils are motivated to invest attention, effort and persistence in their learning. Through high expectations, positive relationships, purposeful feedback and a strong sense of belonging, pupils develop the confidence, resilience and independence required for successful learning.	Teachers will: • Build positive relationships. • Promote confidence, effort and achievement. • Develop learner independence. • Encourage positive attitudes towards mistakes and challenge. • Promote resilience. • Plan opportunities for practice to build confidence • Provide actionable steps to guide learning • Check on understanding of many pupils • Use feedback to move learning forward. • Promote active participation. • Use technology to enhance engagement where appropriate
Eradicating barriers/equality for all	Creating inclusive learning environments where all pupils can access, participate in and succeed in ambitious learning. By identifying and removing barriers, adapting provision where appropriate and maintaining high expectations for every pupil, we ensure equitable access to the curriculum and enable all learners to thrive	Teachers will: • Maintain high expectations for all pupils. • Use adaptive teaching strategies. • Provide 'OAP' as a quality first resource for all pupils • Ensure all pupils are listening before giving instructions. Ensure learning materials are accessible including appropriately sized. • Provide clear, concise instructions being mindful of cognitive load (maximum 3 steps.) • Use assistive technologies where appropriate • Avoid superfluous information / stimulus / noise i.e., within verbal explanations or visual representations. • Ensure that rules, expectations and consequences for behaviour are explicit, clear and consistently applied

Purposeful environments	Creating well-organised, purposeful and inclusive learning environments that maximise attention, reduce unnecessary barriers and support all pupils to learn successfully.	Teachers will: • Maintain organised learning environments. • Use displays and working walls purposefully. • Create text-rich environments. • Provide effective scaffolds and resources. • Ensure resources are accessible e.g. sharp pencils, working pens, rulers. • Minimise distraction and overload. • Promote independence. • Use manipulatives and representations effectively. • Ensure technology is accessible, purposeful and supports learning effectively.
---------------------------------------	---	--

Community Expectations

A positive school community is built upon shared expectations, mutual respect and personal responsibility. By demonstrating respectful, resilient and resourceful behaviours, pupils contribute to a safe, inclusive and purposeful environment where everyone can learn, belong and flourish.

The Expectations of all children

Respectful	Resilient	Resourceful
Treat everyone with kindness, courtesy and consideration. Demonstrate respect towards adults, peers and visitors. Listen attentively to others and value their contributions. Use appropriate volume and language when communicating with others. Move safely, sensibly and considerately around the school environment. Demonstrate good manners throughout the school day. Hold doors open for others where appropriate and acknowledge acts of kindness. Use resources responsibly and return them ready for others to use. Take pride in and care for the school environment. Help keep classrooms, cloakrooms and shared spaces tidy. Demonstrate positive behaviour during playtimes, lunchtimes and other unstructured times. Support others to play, learn and interact positively.	Approach learning with a positive attitude and willingness to learn. Tackle challenge with confidence, courage and determination. Understand that mistakes are part of learning and use them as opportunities to improve. Persevere when learning becomes difficult. Respond positively to feedback and act upon it. Develop increasing independence in their learning. Take responsibility for their actions and choices. Demonstrate self-control and make positive choices during lessons and unstructured times. Strive to be the best version of themselves every day.	Take pride in their learning, effort and achievements. Use available resources effectively to support their learning. Work independently when appropriate and seek support responsibly when needed. Care for their own belongings and shared school resources. Understand that resources have value and should be used responsibly. Present themselves, their work and their learning environment to a high standard. Wear school uniform with pride. Ensure belongings are stored appropriately and learning spaces are left ready for others to use. Acknowledge and celebrate the achievements and contributions of others. Take ownership of and contribute positively to the school's community expectations. Use available resources, feedback and support effectively to improve learning and solve problems.

The expectations of all adults

Respectful	Resilient	Resourceful
Treat pupils, families, colleagues and visitors with dignity, kindness and respect. Demonstrate professional behaviour at all times and uphold the Trust's Code of Conduct. Build positive relationships based on trust, consistency and high expectations. Model excellent manners, courtesy and consideration in all interactions. Welcome and positively acknowledge pupils throughout the school day, helping every child feel known, valued and ready to learn. Maintain appropriate professional boundaries and relationships with pupils, families and the wider community. Communicate clearly, professionally and respectfully with others. Recognise and value the strengths, contributions and perspectives of others. Act fairly, consistently and transparently. Promote an inclusive culture where all members of the community feel valued, safe and respected. Work collaboratively with colleagues to secure the best outcomes for pupils. Recognise that every adult contributes to the wider community and acts as an ambassador for the school and Trust.	Maintain high expectations for behaviour, learning and achievement. Explicitly teach, model and reinforce the behaviours and attitudes expected of pupils. Consistently implement school systems, routines and expectations. Notice positive behaviours and recognise effort, progress and achievement. Address inappropriate behaviour calmly, consistently and professionally. Support pupils to develop resilience, independence and a positive attitude towards challenge. Promote a culture of collective responsibility where every adult contributes to the success, safety and wellbeing of every pupil. Model a growth mind-set and a commitment to continual improvement. Encourage pupils to adopt an "I can't do it yet" approach to challenge and learning. Remain reflective and solution-focused when facing challenges. Support pupils to recognise, communicate and regulate their emotions effectively. Create an environment where pupils feel safe to seek support when needed.	Create purposeful, well-organised environments that maximise learning opportunities. Ensure learning spaces, resources and displays actively support learning. Prepare resources and equipment in advance to enable learning to begin promptly and run smoothly. Ensure resources and learning materials are adapted appropriately to meet the needs of all learners. Use effective routines and transitions to maximise learning time. Ensure pupils experience calm, purposeful transitions throughout the school day. Gain and maintain pupils' attention effectively to support high-quality teaching and learning. Use technology and available tools purposefully to support learning, inclusion and efficiency. Work proactively to identify and remove barriers to learning. Ensure working walls and learning prompts are current, purposeful and support pupils' independence. Contribute to safe, engaging and purposeful unstructured times that support pupils' wellbeing, relationships and personal development. Contribute positively to the wider life of the school and Trust.

Mosaic Model for the Development of Expertise

Mosaic Schools Learning Trust commits to a cultural investment in Continued Personal Development as we acknowledge that when we help a teacher to get better, every child they work with benefits from that point onwards (McCrea 2023).

We recognise that developing expertise is an ongoing process. High-quality teaching is not achieved through isolated training events, but through sustained professional learning, reflection and deliberate practice over time. To support the successful implementation of our Teaching and Learning Model, we use the professional learning cycle outlined by Peps McCrea in Developing Expert Teaching (2023). This model provides a shared approach to professional development across the Trust, supporting staff to translate knowledge into effective classroom practice and continually refine their expertise.

GET IT

Understand what impacts on high quality teaching and learning as a result of research and training.

SEE IT

Observe effective practice in action through modelling, demonstration, coaching and collaboration.

TRY IT

Try it out multiple times in the classroom, practice and feedback.

KEEP IT

Embed effective approaches through repetition, reflection and continued use.

FIX IT

Review impact, seek feedback and refine practice to improve effectiveness.

OWN IT

Develop mastery, exercise professional judgement and contribute to the development of others.

