

## MILNGAVIE PRIMARY SCHOOL AND ELCC



### Explicit learning intentions and quality criteria

- All students understand what they are trying to learn and confidently discuss this using subject terminology.

- All students routinely determine and use their own success criteria to improve

### Collaborative Learning

- Tasks and activities regularly require students to work in groups.

- Students participate in, and have ownership of, classroom routines and expectations.

- Groups engage in goal setting relative to their interactions with one another in the group.

- Students are regularly engaged in tasks that require dialogue.

### Motivation

- This will be evident through observation of what is happening in class, particularly during performance based tasks, lesson introductions and plenary sessions.

- Students are praised for effort and achievement rather than ability or personal attributes.

- Students are helped to develop resilience and persevere in activities that they find challenging.

### High Expectations

- Tasks demonstrate that high expectations are outlined for all students and that conceptual risk taking is encouraged and rewarded.

- All students are engaged in on-going dialogue, discussions and activities that challenge and stretch them.

- This will be evident through observation of what is happening in the classroom particularly during performance based tasks.

### Respect and support

- Routines and procedures are negotiated and applied consistently, contributing to the development of a quality learning environment, e.g. rules for brainstorming, sweep, check in, teachers' handling of responses to questions, debrief, class contracts, etc.

- The school encourages learning to be valued in the home.

### Student self-management

- Students support each other with their learning.

- Students are confident and able to indicate whether or not they understand concepts well, need a little help or need a lot of help.

- Students feel confident to ask questions about anything they are unsure of, e.g. parking lot, exit passes and questions.

### Personalisation and choice

- Tasks are designed to offer choice.

- Students are encouraged to demonstrate their learning in different ways.

- Tasks are re-worded to incorporate aspects of problem-solving, e.g. Critical Skills approach.

- Some tasks/activities offer choice directly related to student interest and or experience.

### Inclusion

- Acknowledgement is given to the achievements of all students.

- Tasks are appropriately differentiated.

- Skills necessary for effective collaboration are practised regularly, e.g. Task roles Constructive disagreement

## Higher Order Thinking Skills

- Tasks involve students in creative and critical thinking to process information to improve understanding.
- Tasks regularly involve students in giving reasons and asking questions to clarify their thinking.
- Pupils have opportunities to express their ideas through extended contributions.
- Students have opportunities to listen and compare their ideas to those of others.



### Key Skills

- Students should be made aware of the skills component of activities.
- Students should be involved in decision-making.
- Students should have opportunities for personal achievement.
- Collaborative learning activities should be designed to contribute to the development of personal skills.
- Specific skills are generally covered in the Es and Os.
- Specific skills are effectively promoted within the appropriate curriculum areas.
- Literacy and numeracy skills should be developed across the curriculum.

## Demonstrable progress

- Students and teacher define the criteria for demonstrating particular skills and dispositions.
- Students discuss the criteria; identify where they are on the continuum and what their next steps and personal goals will be.
- Teacher observations of behaviours during activities can inform the focus for debrief.
- Tasks are carefully designed to ensure that teachers and students can identify steps and progression in learning.

### Deep knowledge

- Students are engaged in activities which are ahead of their development and which stretch their thinking and academic understanding.
- Students are encouraged to view mistakes as a learning opportunity.
- Tasks challenge academic achievement while continuing to assure individual student success.
- Tasks encourage learners to work in their "growth" zone for long enough to provoke thought but not long enough to reach a state of total frustration.
- Tasks challenge students' thinking and allow them to engage in activities of significant academic depth.

### Deep understanding

- Students are able to do a variety of tasks which demand a higher level of thinking, such as explaining, finding evidence and examples, generalising, applying, analogising and representing the topic in new ways.
- Tasks require students to demonstrate deep rather than superficial understanding of what they are learning. **David Perkins 'Thinking with what you know'**

### Visible Thinking

Tasks are designed to include opportunities to reflect, discuss, explain and record thinking.

- Lessons encourage students to develop and practise a range of thinking and problem-solving strategies which can be used in different areas of the curriculum and in real life
- The nature and range of teacher questioning helps to develop thinking skills and understanding
- Students are encouraged to ask themselves questions such as:

\*What am I being asked to do?

\*Have I met this before?

\*How much do I understand?

\*Why can't I do this?

\*How did I learn what I learned?

\*How has my thinking changed?

### Communication

- Tasks are designed to elicit student responses which are extended, demonstrate high level thinking and justify their views. This may take oral, written or artistic form.

- Frequent opportunities are given for debriefing. This can take the form of group discussion, journal writing or other reflective techniques which also assist the transfer of learning to new experiences.

- Opportunities are provided for dialogue between teacher/student and student/student in order that

### Prior knowledge

- Students are encouraged to contribute at the planning stage to avoid repetition and ensure progression of skills and deepening of knowledge.

### Knowledge integration

- Tasks and activities frequently and explicitly encourage the transfer of learning in one subject area to another.

### Connectedness

- Students are involved in demonstrating their understanding through activities that require them to apply their knowledge in a variety of situations.

- Activities require students to create something new, by reshaping, expanding, extrapolating from, applying and building on what they already know.

- Students are involved in real life problem solving within the classroom, school, community or society and that is in need of a viable solution.

### Relevance

- Tasks are designed creatively to take account of the changing world.
- ICT is regularly used to support and be a vehicle for learning.
- Although it is still useful to 'know a lot well' and although facts are still important, students need to learn how to learn and this should be made explicit.