

# Launching Learning

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2.3 LEARNING, TEACHING & ASSESSMENT



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## Launching Learning – the WHY

### HGIOS?4 2.3

*How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?*

- To create a positive and smooth start of day for all learners
- To allow learning to start from when doors open – to ensure pupils have ownership and choice to make an effective & positive transition from home/ playground to classroom. This is particularly beneficial to pupils with additional support needs, anxiety, social or home issues.
- To free up staff to interact & 'check in' with pupils each day – allow space for staff to value learning dialogues with pupils and set climate for the day ahead. Pupils can collaborate with peers and staff.
- To avoid dead time where pupils are gathering on carpet and sitting waiting for learning to start often resulting in poor behaviour choices.
- To allow learning to 'hit the ground running'. Encourages punctuality.
- To prioritise skills development and application in pupil-initiated contexts. To allow children to stick with a challenge/task or project over a number of days – build resilience, persistence & creative thinking.
- To allow pupils to celebrate and share experience, skills & interests in a way which otherwise may not be possible.
- To develop creativity skills: interpersonal experience and further develop imaginative/creative response.
- To give space to all learners to create, explore, play, try, focus, read and develop core skills in a way which may not happen out of school.

Explicit Link to Play/Enquiry led learning & Higher Order Thinking Skills

**Progression Framework** Core expectation is all classes launch learning each day\* – this is not linked to behaviour management – pupils are central to the planning and organisation of this. \*If PE etc first thing, classes can make adaptations. Golden Time is not part of Cramond Learners experience.

Staff frame expectations with pupils & ensure value of this as learning opportunity is clarified & evident by staff actions & approach.

Range of quality resources – HOT questioning prompts – explicit links to topical events or IDL. Progression of skills, experience and challenge to ensure pupils do not languish in low level learning they are already confident in. Variety and challenge.

Link to curriculum areas and core skills – use core provision thinking – resources can be borrowed from STEM cloud room and different stages. Plan to change resources in response to pupil interests, needs and skills progression. Blooms taxonomy to underpin – allow for depth and breadth of learning.

### **Link to Enquiry/play based learning, flexible seating & Inclusion**

**F**undamentals of resource organisation – pupil access and learning environment to enable collaboration, creativity, teaching stations, chill space & options for learners reduces anxieties and supports better learning for all. Staff are able to distract, divert, deal with 1:1 pupil needs without interrupting flow of learners for others.

**S**chool focus at start of session on establishing positive:

**RELATIONSHIPS, ROOM & ROUTINES.**

**Investment into resources, furniture & time. Staff prof dialogue –**

**underpin with school priorities – nurture, equity, inclusion & HWB**

### **Non Negotiables**

**Planned**

**Purposeful**


**Promotes LEARNING**

**PROMPT: 15 minutes maximum per day. POSITIVE Role of adult interaction is essential.**

# Metaskills

## Focusing

Can you concentrate on what's important?




**It's all about:**

- Sorting:** organising information into categories
- Attention:** focusing on the present and avoiding distractions
- Filtering:** tuning out non-essential information

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## Integrity

How well do you stay true to yourself?




**It's all about:**

- Self-awareness:** understanding and managing emotions
- Ethics:** acting upon personal values and principles
- Self-control:** exercising control over impulses, emotions and behaviour

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## Adapting

How well do you adjust to change?



**It's all about:**

- Openness:** being receptive to new ways of doing things
- Reflection:** looking back on knowledge and experiences
- Adaptability:** flexibility when handling unexpected circumstances
- Self-efficacy:** acting without the guidance of others
- Resilience:** responding constructively to complex challenges

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## Initiative

How well do you think for yourself?




**It's all about:**

- Courage:** overcoming fears to take action
- Independent thinking:** thinking for themselves
- Risk taking:** taking calculated risks to achieve goals
- Decision making:** making considered choices
- Self-efficacy:** trusting in one's abilities, qualities and judgement
- Self-motivation:** acting without external or encouragement from others
- Responsibility:** following through on commitments
- Entrepreneurial:** taking risks, spotting initiative and undertaking new ventures

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## Communicating

Can you express yourself and share information with others?



**It's all about:**

- Receiving information:** understanding and processing communication
- Listening:** hearing and processing information
- Giving information:** providing clear written or verbal communication
- Storytelling:** using stories to persuade, motivate and bring things to life

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## Feeling

Can you tell how others are feeling?




**It's all about:**

- Empathy:** embodying and understanding another's perspective
- Social conscience:** sense of responsibility and concern for wider society

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## Collaborating

Can you work with others?




**It's all about:**

- Relationship building:** identifying and maintaining connections
- Team-working:** working with others toward shared goals
- Social perceptiveness:** understanding others' reactions
- Cultural competence:** sensitivity to and awareness of different cultures

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## Leading

Can you influence and motivate others?




**It's all about:**

- Inspiring:** creating a sense of direction and purpose
- Influencing:** working to gain the agreement of others
- Motivating others:** encouraging others to achieve and

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## Curiosity

How good are you at asking the right questions?




**It's all about:**

- Questioning:** asking questions to increase understanding
- Information seeking:** finding resources to find relevant information
- Problem solving:** identifying and solving a problem

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## Creativity

Thinking for yourself. Can you think of new ways to solve problems?



**It's all about:**

- Imagination:** exploring ideas
- Idea generation:** coming up with solutions and thoughts
- Visualising:** translating information and thought into expressions
- Maker mentality:** ability to explore and create

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## Sense-making

Can you recognise patterns in the things around you?




**It's all about:**

- Pattern recognition:** classifying information into classes
- Holistic thinking:** seeing the big picture and understanding nuances
- Synthesis:** rethinking and filtering data into cohesive structures
- Opportunity recognition:** ability to identify areas of opportunity
- Analysis:** examination and evaluation of data or information

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## Critical thinking

Can you process, analyse and evaluate information?



**It's all about:**

- Deconstruction:** breaking down a complex problem into smaller parts
- Logical thinking:** evaluating situations to formulate solutions
- Judgement:** forming an opinion after careful thought
- Computational thinking:** translating data into concepts

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