



# Learning and teaching strategy Recovery Plan

September 2020

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## **Expectations during the education recovery phase to support effective learning and teaching**

### **Context**

Each lesson is prepared from part of an agreed mid-term plan, which details effective learning, teaching, moderation, and assessment.

**Irrelevant of age/stage/subject area**, the purpose and process of a good learning and teaching remains the same.

### **Start**

All lessons welcomed and invite into their learning space as a matter of good practice.

- Effective starters contextualised based on either prior learning or what learning is about to take place are used
- A clear learning intention shared, with an explanation where it fits in to the bigger picture of learning and how it applies to skills for learning, life, and work
- Detailed success criteria, where pupils know expectations are clearly set. Best practice would be that this is agreed with both teacher and pupils.

### **During**

- Learning detailed/taught explicitly and set out by the teacher. Differentiation approaches considered and prepared as applicable
- Two different learning methodologies are used to practice/demonstrate/question the learning. This should include both teacher and peer questioning and support. Formative questioning and assessment techniques used throughout the lesson.
- Explicit links made to online curriculum learning and teaching resources

### **Plenary**

- Sufficient time given to reflect on learning intention and use success criteria to gauge the success of learning.
- Formative assessment and feedback from pupils collected in a variety of different approaches (AIFL approaches)

The information and learning gained will help plan the next learning experience.

**As we move out of the recovery stage, we will increasingly focus on aspects of our Braeview Standard**

## **Be Ambitious. Be Responsible. Be Safe.**

### **The Braeview Standard for Learning and Teaching for adults and young people within our learning community**

- ✓ We support each other to work, learn and achieve success. We have high expectations for behaviour in our school. Everyone shows respect to each other.
- ✓ We understand the purpose of our learning and can explain the learning intentions and success criteria for each episode of learning.
- ✓ We get helpful feedback on our work. We all understand what we have done well and what we need to do to improve.
- ✓ We take responsibility for our learning and ensure that we are active participants in progressing our learning.

#### **6 key themes within our learning and teaching strategy**

- 1. Purpose of learning – learning intentions and success criteria**
- 2. Our learning environment**
- 3. Our learning experiences**
- 4. Skills to support our learning**
- 5. Our learning resources**
- 6. Strategies to support learning**

#### **1. Purpose of learning – learning intentions and success criteria: Be Ambitious.**

- ✓ We understand the purpose of our learning and know what we need to do in order to demonstrate that we are successful in our learning.
- ✓ We can discuss the bigger picture in our learning and understand how individual lessons support our progress.
- ✓ Revisiting the learning at key points in a lesson is important to consolidate our learning.

#### **2. Our learning environment: Be Safe and Be Responsible.**

- ✓ The ethos within our learning environment is calm and purposeful.
- ✓ Everyone is valued in our learning areas.
- ✓ We understand expectations and routines for learning.
- ✓ We respect the right of all people in our learning areas to learn and have their voice heard.
- ✓ If something goes wrong, we understand that we will move forward through a restorative approach.
- ✓ There are attractive and recent displays of our work within our learning area.
- ✓ We are proud of our learning and achievements and have a 'can do' attitude.

### **3. Our learning experience: Be Ambitious and Be Responsible.**

- ✓ Our learning challenges us and we work hard to develop new knowledge and skills.
- ✓ We have opportunities and choice to explore aspects of learning that interest us.
- ✓ We experience a range of different learning activities to support our learning.
- ✓ We understand that assessment is an important part of our learning so that we know how to progress in our learning.
- ✓ We support other learners through peer assessment activities.
- ✓ Creating, answering and asking questions is an important part of our learning experience.
- ✓ We have opportunities to lead learning.
- ✓ Our success is celebrated with others.
- ✓ We understand that we all learn in different ways and need different types of support to be successful.

### **4. Skills to support our learning: Be Ambitious and Be Responsible.**

- ✓ We understand that to progress in our learning, we need well developed literacy, numeracy and health and well-being skills which are delivered across the curriculum.
- ✓ We understand that resilience is important to support all aspects of our learning and mental health.
- ✓ We understand the skills that we are developing in each episode of learning.
- ✓ We make connections between the skills that we are developing and the world of work, further education and training opportunities.

### **5. Our learning resources: Be Ambitious, Be Responsible and Be Safe.**

- ✓ We know where to collect resources in our learning area and we understand how to use them appropriately and safely.
- ✓ We take responsibility for our resources and our learning area and treat both with respect.
- ✓ We understand what next steps and progression looks like in our learning through modelling and exemplification.
- ✓ We have resources that meet our needs as learners.

### **6. Strategies to support learning: Be Ambitious and Be Responsible.**

- ✓ We are involved in regular conversations about our learning and take part in setting challenging learning targets.
- ✓ We discuss our learner pathways through curriculum areas and understand what we need to do in order to make progress.
- ✓ We can talk about our strengths and learning goals in all curriculum areas.
- ✓ Feedback is an important part of our learning.
- ✓ We receive regular written and spoken feedback about our learning from peers and teachers.
- ✓ We understand how assessment supports our learning.
- ✓ We evaluate our learning and working together, identify aspects that we have enjoyed and features for improvement.