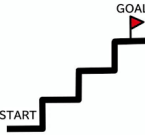
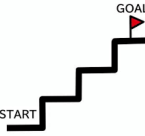




Learning & Teaching Toolkit

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STRAND	EXEMPLIFICATION	USEFUL TECHNIQUES & ROUTINES	LINKS TO RESOURCES
Lesson Structure			
1.1 Daily Review 	- Purposeful content linked to lesson or prior learning/context reminder - Lesson starters could constitute a daily review or stand alone as a separate activity	☒ Teacher led review/discussion ☒ Starter task/questions ☒ Retrieval quiz online/show me boards ☒ Brain Dump ☒ Menti meter ☒ Round the room ☒ MTV	Teaching Delusion - Reviews & Starters Reviews - Rosenshine Video Retrieval Practice - Podcast Love To Teach - Retrieval Website Retrieval Practice books - Prof Library 5 minute guide
1.2 Learning Intentions 	- Concise statements clarifying what students are able to do. - Ensure LIs are specific and brief - Student friendly language when communicating with learners Revisit LIs throughout lesson and plenary - LIs can refer to a range of lessons	☒ WALT (what are we learning today) ☒ Language of benchmarks/SQA documents should feature ☒ Language of BLOOMS ☒ Don't need to reveal the outcome eg the result from experiments ☒ Can revisit LI's when checking for understanding	Formative assessment with Shirley Clarke Learning intentions vs tasks
1.3 Success Criterion 	- Learners are very clear about what success looks like - Measurable or demonstrable - Can be posed as questions - Can be posed at any point in lesson	☒ 'I can...' ☒ 'I know...' ☒ 'Know that...' ☒ WILF (what I'm looking for) ☒ Prove it/give examples/show me ☒ Language of benchmarks/SQA documents should feature ☒ Use to support formative assessment, self and peer assessment	5 minute guide
1.4 Content 	- Develop schema - learning always linked to prior learning - High quality presentation (visually & orally) - Explanations clear and broken down into steps - Prevent cognitive overload	☒ Modelling ☒ Effective use of board work ☒ Using stories where appropriate ☒ Extensive use of questioning skills ☒ Activities to include practical work/cooperative learning/group work/project based ☒ Ratio - increasing thinking and participation levels	Teach Like a Champion classroom video collection The Working Memory Model - blog EEF: Cognitive Science Rosenhine - Sequencing concerts and modelling EEF: A model for modelling How memory works - quick animation



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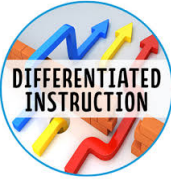
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	- Practical work where appropriate - Check for understanding throughout - responsive teaching - High levels of thinking and participation - all in		5 minute guide to Cognitive Load Theory CLT - What all teachers need to know Make effective use of our boards Building understanding Schema building and generative learning Ratio
1.5 Practice 	- Guided, supported, independent (can be over a series of lessons) - Overlearning opportunities for mastery - Mastering skills as well as content	☒ I, we, you technique ☒ Difficulty staircase ☒ Utilising homework for practice ☒ Mass practice and space practice ☒ Opportunity for innovative practice and immersive experiences with digital technologies ☒ Exam technique and past papers ☒ Carousel Learning quizzes	Excellent Homework Blogs Rosenshine - Stages of Practice Retrieval Practice - the basics: Podcast
1.6 Plenary 	- Revisits the learning intention and success criteria - Reinforces the main learning points - Uses assessment to gather further evidence about what has been learned and not learned - Summaries next steps - Can inform planning depending on feedback from learners	☒ Show me boards ☒ Exit passes eg post its, fist of five, G Forms, SMB questioning ☒ Gathers formative assessment intelligence	
STRAND	EXEMPLIFICATION	USEFUL TECHNIQUES & ROUTINES	LINKS TO RESOURCES
Lesson Essentials			
2.1 Thinking Activities 	- Questions designed for thinking - Activities designed to promote participation - Group work where everyone is accountable - Thinking time built in - Activating learner metacognition	☒ Skilled Questioning repertoires during instruction ☒ Eg think-pair-share, hinge, bounce, say-it-again-better ☒ Ratio - increasing thinking and participation levels ☒ MTV routines ☒ Cooperative Learning structures ☒ Practice for mastery, building challenge	EEF: Metacognition and self regulated learning Rosenshine - Questioning skills Cooperative Learning - Getting group work right Is everyone thinking? Cold call variations – video Developing a questioning repertoire



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			5 ways to Check for Understanding The power of great questioning technique Think-Pair-Share Questioning in Action
2.2 Differentiation Support & Equity  All included	- Use of knowledge of the working memory model to present skilled, adaptive instruction approaches that respond to learners needs in real time: In most lessons: Scaffolds that are gradually removed Dual coding - visual and oral - Breakdown of explanations - slow down - Repeating, rewording, reteaching - Emphasis on vocabulary support Adaptive teaching methods - Deliberate organisation of information and connected concepts Where appropriate: - dyslexic friendly background and font/text - temporary groupings - one to one - peer supports - use of ICT/Technology - Use of SLA time - use of manipulatives to make concrete - use of graphic organisers - use of demonstration		Scaffolds - Blog Dyslexia strategies Shifting the curve - Blog Dual coding Curriculum as equity Moving from differentiation to adaptive teaching Responsive teaching in action (adaptive teaching)



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2.3 Assessment 	• Formative embedded throughout every lesson: - Clarifying, sharing and understanding learning intentions and success criteria - Activities and discussion that elicit evidence of learning - Continuous feedback strategies - Activating learners as resources for peer feedback • Summative where appropriate: - Track progress - Plan for next steps - Develop skills for senior phase assessment and beyond - Promote challenge in the struggle zone - Generate quantitative data for reporting and awarding	☒ Quiz-quiz-trade ☒ Exit passes ☒ Online quizzes ☒ SMB ☒ Brain dump ☒ Google forms ☒ Many others!	CfE SQA course documents BGE departmental curricular maps and teacher guides School and faculty assessment and moderation policy Understanding standards - SQA Dylan Williams 5 Formative Assessment techniques - Summary Blog The four pillars of assessment
2.4 Feedback to students 	• Promoted in all directions: • Built into formative and summative processes • Naturally occurring and continuous • Immediate as possible • Specific and helpful - must move learning forward - create actions • Time to process, act and follow up	Consider in contexts: ☒ Teacher- Learner ☒ Learner- Learner ☒ Learner-Teacher ☒ Whole Class feedback tools ☒ Next steps and goals	EEF: Feedback Teaching Delusion - Feedback blog Whole class feedback model
STRAND	EXEMPLIFICATION	USEFUL TECHNIQUES & ROUTINES	LINKS TO RESOURCES
LEARNING ENVIRONMENT			



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3.1  Relationships	• Firm, fair approach: • Recognise good behaviour and reinforce the positive • Negative behaviours are dealt with quickly, discretely & in line with school policy • Employ a clean slate strategy • Refer to key rules when discussing pupil behaviour (ready, respectful, safe) • Action taken on negative behaviour in a responsive manner - the right response, at the right time - use teacher judgement	☒ Ready, respectful, safe principles ☒ Meet greet end and send ☒ Welcoming, focused and orderly - practice routines around this ☒ Use of names ☒ Knowing our learners and their needs ☒ Techniques that promote a culture of error ☒ Application of the Science of Learning to support equity of experience for all learners, particularly those with ASN ☒ Inclusive language and activities that respects and represents protected characteristics in our learning environments	HS Behaviour policy We establish what we establish Bill Rogers on Behaviour You Tube What research tells us about motivation - TES Podagogy Behaviour - a Bill Rogers top 10 Building a culture of error How we build powerful relationships in classrooms
3.2 High Expectations 	• Effort - willing to challenge • Behaviour - on task, motivated and engaged - focused and orderly • Quality of work - target setting and goals • Participation: - no opt out - culture of error	☐ Respectful, Ready, Safe ☐ STAR expectations: Sit up Track the speaker Actively listen and ask questions Respect all others	Define Excellence video Challenge - blog Is your task really high order thinking? - Understanding BLOOMS better Strategies for delivering real challenge Ratio The great and powerful graphic organiser The power of great note-taking Great expectations
3.3 Lesson management 	• Ready, respectful, safe • Effective use of time, space & resources - ready & available • Effective delivery of the curriculum • Appropriate pace & challenge	☒ Front load instructions ☒ Practice routines around movement around class and use of resources	Classroom management 6 ways to the perfect seating plan Front loading in action Routines and how to embed them