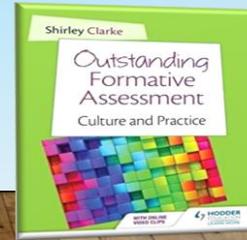
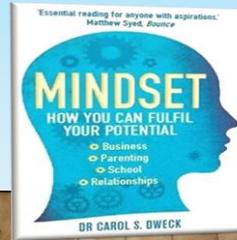
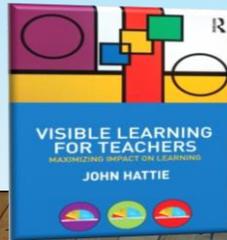




Brunstane Primary School
Learning and Teaching Toolkit

BRUNSTANE'S LEARNING AND TEACHING TOOLKIT



LEARNING STRUCTURE

- Learning intentions are shared creatively at the appropriate point in the learning.
- Random selection, think, pair and share and no hands up are used to ensure learner engagement
- Regular mid-learning stops are used to re-focus intent of learning and steps to success
- Steps to success are shared and in most cases created with the learners
- Exit strategies are used to assess how well steps to success have been achieved



STEPS TO SUCCESS

- In every learning opportunity we refer to success criteria as steps to success
- In some cases steps to success are shared with the learners
- In most cases the steps to success are co-created with the learners
- Colour coding is used to support learners in talking about each step to success and to identify where and how their learning evidences success for each step.
- WAGOLL is used to help learners create, reflect and assess their steps to success
- Learners in every class get daily practice in creating, reflecting on and assessing their learning using Steps to Success.



SOCIAL SKILLS FOR LEARNING

- Talking Partners are used in every class and are changed on a weekly or fortnightly basis.
- Talking Partners are randomly selected and mixed ability
- There are daily opportunities for collaborative pair and group based learning
- Listening skills are explicitly taught and regularly practiced in every class
- Self regulation skills are explicitly taught and regularly practiced in every class
- Positive relationships are modelled, taught and practiced within the learning experiences
- Learning Powers are discussed as a whole school and developed in every class



FEEDBACK

- Feedback is given teacher-learner, learner-learner, learner-teacher
- Teachers offer learners regular, individualised oral feedback on their progress
- Steps to success are used by learners and teachers to structure feedback
- Effective feedback is modelled by teachers
- Learners are scaffolded with the language they need to give and receive feedback
- Regular opportunities for self and peer feedback are embedded
- Feedback permeates across all level in the life and work of the school



LEARNING CULTURE

- Learners use vocabulary and strategies from whole school Resilience programme in their learning
- The Learning Pit is used in each class to discuss and exemplify the learning process
- Learning Powers are talked about as appropriate strategies for getting out of the Learning Pit
- Growth Mindset attitudes, beliefs and behaviours are brought to life through the Learning Powers and Resilience whole school programmes. The 'ripple effect' of these programmes is evident in each class.
- Environments for learning are evaluated and adapted using Circle Document indicators annually.
- There is a focus on over-learning of key concepts to aid retention. Memory skills are taught and utilised.

