



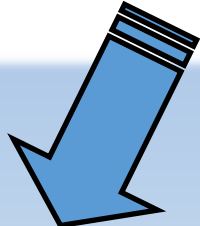
Start With Why

A responsive toolkit for teaching and learning!

IMPLEMENTING OUR INTENTION FOR TEACHING AND LEARNING AT KEY STAGE TWO

Our aim is to remove what we have termed as 'learned helplessness' drawn from heavy instructor sessions leading to lots of passive learning. We aim to ensure that the different starting points for each lesson, and unit, are of paramount importance so that learning builds progressively from the last point of knowledge and understanding. We want planning, the daily timetable and session lengths to be fluid to respond to the needs and successes of the children during these times. A successful 'lesson' is not scripted in detail before it begins. It starts from our last position of knowledge and then uses time, room layout, suits of teaching and smaller group input as tools to move through the learning process each session. Marking must not be redundant, well written comments that look nice but are never used. 'Live' marking must be the key. Finding what the children remember, how fresh that knowledge is and how many possess it - drives what we do next. We are planned but not restricted. We have a direction but we are responsive. Below are the tools you will see based upon this rationale. They are to be deployed as the teaching staff feel they are needed. An agreement on our tools but then personalised according to need.

So....



...you will see the following tools and strategies used across each of our rooms. They are consistent in nature but fluid in use. Progress from starting points is the key issue in each case. Increasing 'active purpose' and reducing 'learned helplessness' is vital.

- ENTRY ELICITATION ACTIVITIES THROUGH BRAIN GYM & PRE-LEARNING TASKS**
- DOUBLE HORSESHOES FOR MORE PRECISE INTERVENTION & INPUT**
- FLUID TIMETABLES ALLOWING FOR LOTS OF REVISION OF PRIOR LEARNING**
- FLUID SESSION LENGTHS WHICH MATCH MORE DIRECTLY TO LEARNING MILESTONES**
- TEACHING SUITS & LEARNING LAPS OPENLY USED TO AID THE 'HOW TO LEARN' PROCESS.**
- LIVE MARKING PODIUM, VERBAL OBJECTIVES, SELF-ASSESSMENT BAY**
- 3 x BRAIN BREAKS INSTEAD OF 'PLAYTIME' TO AID LEARNING READINESS**
- ISLANDS AND SUBJECT BAYS TO AID INDEPENDENCE**
- FLUID SEATING LAYOUT PLANS**
- BRAIN GYM STICKY KNOWLEDGE WARM UPS**
- FAST TRACKING - RED, PURPLE, GREEN, GOLD STARTING POINTS**
- EFFECTIVE USE OF TEACHING ASSISTANTS PROGRAMME DEPLOYED - 'REMOVING VELCRO'**

Ask for a copy of our Teaching & Learning Policy for full details.

