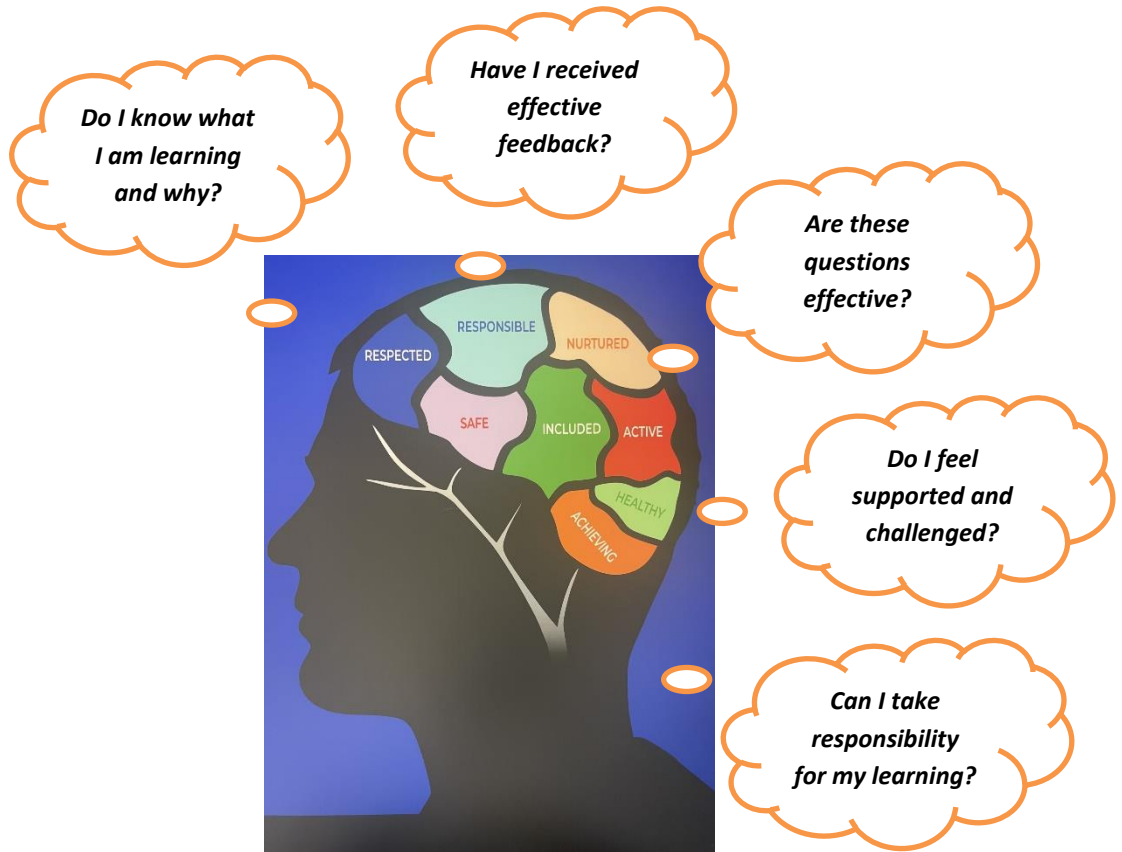


Our Learning and Teaching Strategy

Hyndland Secondary School



Be the best version of yourself

#proudtobehyndland

🌐 UNCR Article

28 – ‘we have the right to an Education’

12 – ‘We have the right to be listened to and taken seriously’



www.hyndland-sec.glasgow.sch.uk

Headteacher@hyndland-sec.glasgow.sch.uk

0141 582 0130



@hyndlandsec

'We strive to be the best version of ourselves as Learners and Teachers'

Young people should ask themselves.....

“Do I know **what** I am learning and **why**?”

“Have I received **effective** feedback?”

“Are these questions **effective**?”

“Do I feel **supported** and **challenged**?”

“Can I take **responsibility** for my learning?”

What we should see in **EVERY** lesson.....

Greet at the door

Starter Task

Learning Intention (embedding the skills) and use of logo to highlight skill

Success Criteria

Plenary

Our Skills Framework

	<p><i>The ability to set clear, tangible goals and devise a robust route to achieving them</i></p>
	<p><i>The use of imagination and the generation of new ideas</i></p>
	<p><i>Supporting, encouraging and motivating others to achieve a shared goal</i></p>
	<p><i>The receiving, retaining and processing of ideas</i></p>
	<p><i>The oral transmission of information or ideas</i></p>
	<p><i>The ability to find a solution to a complex situation or challenge</i></p>
	<p><i>The ability to use tactics and strategies to overcome setbacks and achieve goals</i></p>
	<p><i>Working cooperatively with others to achieve a shared goal</i></p>



*Do I know what I
am learning and
why?*

Learning Intentions and Success Criteria

Learning Intentions should:

- focus on what we want the young person to learn as opposed to what we want them to do.
- be set in the context of the learning and use child friendly language.
- encourage young people to think about their learning.
- be displayed during the lesson or revisited periodically to keep it fresh and clear.

Success Criteria should:

- be clear, relevant and measurable where possible.
- not be a rephrasing of the Learning Intention.
- highlight learning outcomes that relate to the learning intention.
- be creative involving the young people where possible.



*Have I received
effective
feedback?*

Feedback

Effective Feedback should:

- be given as soon after the task as possible. The start of the lesson (if given warning) is the best time to review important work as young people's attention tends to be greater at this time.
- be sensitive to the individual needs of the young person.
- be given in written or verbal format, however please ensure young people can refer back to this feedback when needed.
- be simple, clear and understandable to young people – avoid confusing statements with overly complex language.



Effective Questioning

A hinge is a point in a lesson when you need to check if students are ready to move on, and if yes, in which direction.

Effective questions should:

- bring in 'no hands up' policy where possible.
- give young people more thinking time. It is thought that on average pupils are provided with close to a second to answer a question, whereas for anything requiring genuine cognition, several seconds would be more appropriate.
- get the young people asking more questions.
- encourage young people to develop problem solving strategies.
- encourage young people to think and then re-think.
Don't give away answers too easily!
-



*Do I feel
supported and
challenged?*

Class Climate

The Classroom Climate should:

- ensure young people always feel welcome.
- be tidy and organised. Resources for the lesson are prepared in advance. Resources in use stimulate and enhance learning.
- involve the young person fully in goal setting for their learning. These goals should be measurable.
- promote resilience – encourage mistakes!
- promote an environment of mutual respect. Expectations are made clear and consistently applied.
- ensure equity for all!



*Can I take
responsibility for
my learning?*

Independent Learning

Independent Learning should:

- encourage young people to collaborate with each other.
- encourage young people to learn time management skills.
- assign roles and responsibilities to young people that are necessary to complete a group task.
- make clear to young people **WHAT** they are going to learn, **HOW** they will recognise when they have succeeded and **WHY** they should learn it in the first place.
- actively encourage young people to attend class ready and prepared to work.