

## Formative Assessment

### *Key attributes*

- Checking learning and providing quality feedback
- Helps the learner reflect on progress
- The mere fact that the teacher is engaging in a conversation with the learner is a significant intervention in itself
- Coaching conversations are useful for challenging and motivating learners
- The use of open questions has a very positive impact on reflection and provides opportunities for learners to focus on their own self-evaluation



## E-Learning and ICT

### *Key attributes*

- Allows the learner to take control of their learning
- Mobile technologies open up opportunities for learning outside the classroom
- Many techniques that motivate young learners can be used to aid learning.
- Learners can progress at their own pace with guidance and support if needed
- Learners can deepen and strengthen their own learning through enquiry and sharing resources



## Differentiation

### *Key attributes*

- Learners are individuals
- Useful for planning specific sessions for individual learners
- Useful as an underpinning philosophy for the whole learner experience
- Includes active approaches
- The learner adopts the learning style which best suits the activity they are currently engaged in
- Provides opportunities to stretch and challenge learners who are high achievers
- Allows for learners who need more support to use different tools and strategies for learning



## Embedding literacy and numeracy

### *Key attributes*

- Making curriculum links across all subjects, lines of learning and other curriculum areas
- Works best with a whole school approach where teachers are supported by clear values, resources and effective policies
- High level skills lead to improvement in performance and achievement
- Learners develop mastery through being able to make connections in their learning in Maths and English and other subjects



## Experiential learning

### *Key attributes*

- How mistakes can lead to learning
- The learner develops a model of how the world works for them in terms of existing and new knowledge
- When new experience does not fit with past experience, this provides a chance to reflect, check and refine new understanding
- Focuses on experimentation or trying something new that is outside the learner's comfort zone



## Learning Conversations

### *Key attributes*

- Helps the learner to reflect on their progress
- Challenges and motivates the learner
- Engages the learner in setting and reviewing targets
- Enables opportunities to suggest the transference of skills
- Creates opportunities for learners to develop a range of coaching skills themselves in order to challenge others
- Learners can work with their peers to deepen their own knowledge and share their learning to consolidate it



## Modelling

### *Key attributes*

- The learner is encouraged to consider subject content and the underpinning thinking with guidance from the teacher
- The learner can walk through the processes and follow key tasks and actions
- Learners are introduced to 'rules of thumb' used by specialists
- Teachers can model behaviours that they would like learners to adopt
- Mirroring actions can support strategies for behaviour management



## Multi – sensory learning

### *Key attributes*

- Involves purposefully using all the senses to help develop learning
- Beneficial to some learners with special needs
- Moves us far beyond visual auditory and kinaesthetic learning stretching the senses and challenging perceptions
- Supports learners to reflect on how well they listen, make presentations and use props as part of learning
- Can be a useful aid to creativity



## Relating theory to practice

### *Key attributes*

- Theory to practice – learners are asked to apply a theory in practical situations
- Encourages the learner to move from abstract knowledge to concrete examples; often considered to be shallow learning
- Practice to theory – active learning where learners form concepts through inductive reasoning; often considered to be deep learning



## Structured group learning

### *Key attributes*

- Useful for team or project work
- Encourages peer support and team working
- The learner explores how to work effectively as part of a team
- Can include face to face and/or electronic interaction
- Useful for group reflection – evaluating team functioning



## Didactic teaching

### Key attributes

- Teaching directly to the learner
- Teacher centred and content – oriented
- Learners are passive recipients of the learning
- Provides learners with the necessary theoretical knowledge
- Only works in short bursts as learners will only absorb some of what they hear
- Possibly a necessary part of the learning process especially when a new topic is being introduced



## Structured play

### Key attributes

- Play with a purpose
- Supports learners to find active ways to achieve pre-set objectives
- Builds learner confidence and perseverance through acting out certain scenarios
- A powerful way for learners to make sense of their environment and deal with situations that are uncomfortable or difficult
- Develops good communication skills and provides opportunities for positive feedback

