



FROM Recovery TO
Re-explored



Learning
Re-explored
#BeTheDream



Learning Re-explored

AN OUTLINE

“Taking notice of
changing needs and
circumstances within
your unique community
to adapt curriculum
rationale and create a
blended model for an
agile learning culture.”

DATA FOR A PICTURE OF YOUR PUPILS:

What are you **sure** you know? What do you **want** to know?
What do you **have**? What will you **need**?
What is **meaningful** to your individual setting?

LEARNER ENGAGEMENT, HWB SELF-REPORTING,
STANDARDS & QUALITY REPORT, ATTAINMENT,
VIEWS OF STAKEHOLDERS, SUPPORT TRACKER
EXPERIENCES OF PUPILS... ETC.

AGILE LEARNING CULTURE:

NO
BOUNDARIES

INDOOR OUTDOOR ONLINE
OFFLINE SCHOOL HOME
COMMUNITY LOCAL GLOBAL

SHARED
OWNERSHIP

PUPILS TEACHERS
PEERS PARTNERSHIPS
FAMILIES

MOTIVATED THROUGH
ENGAGEMENT

INTERESTS PASSIONS
AGENCY INITIATIVE

PROFESSIONAL RESOURCES TO PROMPT THINKING:

- A Recovery Curriculum - THINK PIECE
- Realising the Ambition
- OECD The Future of Education and Skills
- University of Edinburgh Webinars
- Education Scotland newsletters
- Leading from the distance - THINK PIECE
- EEF Resources



Health and Wellbeing
Literacy Numeracy
Learning across the curriculum

CURRICULUM, PEDAGOGY, ASSESSMENT:

VALUES RELATIONSHIPS RELEVANCE COURAGE



Learning Re-explored

AN OUTLINE



“Taking notice of **changing needs** and **circumstances** within your **unique community** to adapt **curriculum** rationale and create a **blended model** for an **agile learning culture**.”

VALUES RELATIONSHIPS RELEVANCE COURAGE



West Lothian Council

Health and Wellbeing Recovery

Our plan to support the safety and mental, emotional, social and physical wellbeing of all staff and pupils

"IT'S OK NOT TO BE OK"

[WL HWB SharePoint Access](#)



SAFETY

Impact on children's hearing, reported CP cases- emergency removal from houses

Feeling Safe

Addressing and Supporting

Trauma Bereavement Fear Anxiety

Risk Assessment

Co-created with staff and children

Handwashing Social distancing Health conditions
Create new school systems

Being Safe

Self-Reporting on Wellbeing Curriculum support Targeted Support

curriculum for excellence

RESPONSIBILITY OF ALL



GIRFEC

Relationships/Friendships

Lunch time/systems

Break times/Playground

Reduced class size

Learning Outdoors

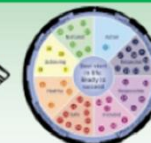
Social Distancing in Schools



UNRC

One Trusted Adult Approach

Staff Wellbeing



Making the Links Making it Work



One Trusted Adult Approach

Staff Wellbeing



Continuum of Support



EMOTIONAL WELLBEING



STAGE 1—SELF-REPORTING

Wellbeing Check Ins Self-Reporting

STAGE 2—BASELINE DATA

Tracking and Monitoring Guidance

STAGE 3—TRUSTED ADULT

One Trusted Adult Approach

STAGE 4—INTERVENTIONS

TEACHER AND CLASS LEVEL

Curriculum

Compassionate Classrooms

Realising the Ambition

Resilience Pack

Healthy Schools Resource

TARGETED

Bereavement Support

Nurture Based Support

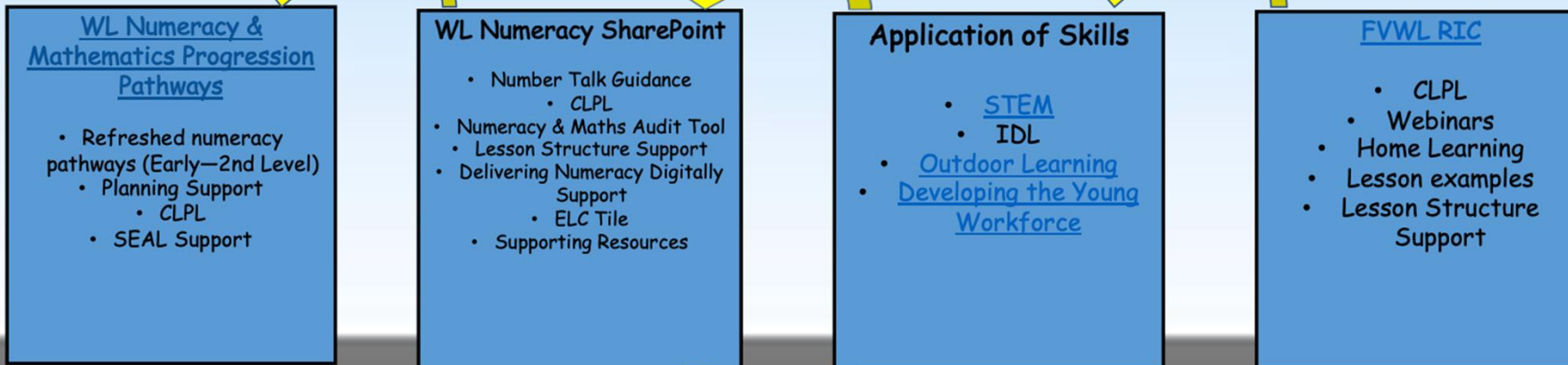
Support for Pupils and Staff

VALUES RELATIONSHIPS RELEVANCE COURAGE



Numeracy & Mathematics

Our plan to support the delivery of high-quality learning, teaching and assessment in Numeracy & Maths



Interpret Questions

Select and communicate processes and solutions

Justify choice of strategy used

Link mathematical concepts

Use mathematical vocabulary and notation

Mental agility

Reason algebraically

Determine the reasonableness of a solution

[Scotland Learns](#)

[Curriculum for Excellence](#)

[National PLC](#)

[Numeracy & Maths Framework](#)

[NRICH](#)

[Digital Manipulatives](#)

[NCETM](#)

[Number Blocks](#)

[Educational Endowment Foundation](#)

WL [Raising Attainment Leaflets](#)

[Parentzone](#) Scotland

VALUES RELATIONSHIPS RELEVANCE COURAGE



Literacy and English

Planning to support the delivery high quality learning, teaching and assessment in Literacy and English



Embedding a culture of reading and writing

[First Minister's Reading Challenge or similar in school and at home](#)

Reading and writing as part of IDL

[Making direct connections to the world of work](#)

[Maths Through Story](#)

Reading

Daily opportunities for reading being offered and modelled

Teaching comprehension using WL Reciprocal Reading cards

Teaching reading skills using WL Reading Targets

Direct teaching of vocabulary daily

Writing

Regular opportunities to write and create texts. Building writing stamina

Regular teaching of writing using the WL Core Writing Targets,

Regular opportunities to share and celebrate writing

[Planning for writing in the four contexts for learning](#)

Listening and Talking

To the four rules of listening and talking

Embedding the 4 rules of listening in all areas of the curriculum

Teaching listening skills using the WL Listening targets

Using WL language of discussion stems to support group discussion

Sharing and Collaborating

Literacy Sharepoint

Literacy Champions' TEAMS space -including peer sharing

[FVWL Literacy Blog](#)

Targeted Cluster TEAMS space

Reading - Learning Ladders

Highland Literacy

[West Lothian Literacy Progression Pathways](#)

[West Lothian Literacy Sharepoint](#)

[Educational Endowment Foundation](#)

[WL Raising Attainment Leaflets](#)

[Scotland Learns](#)

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VALUES RELATIONSHIPS RELEVANCE COURAGE

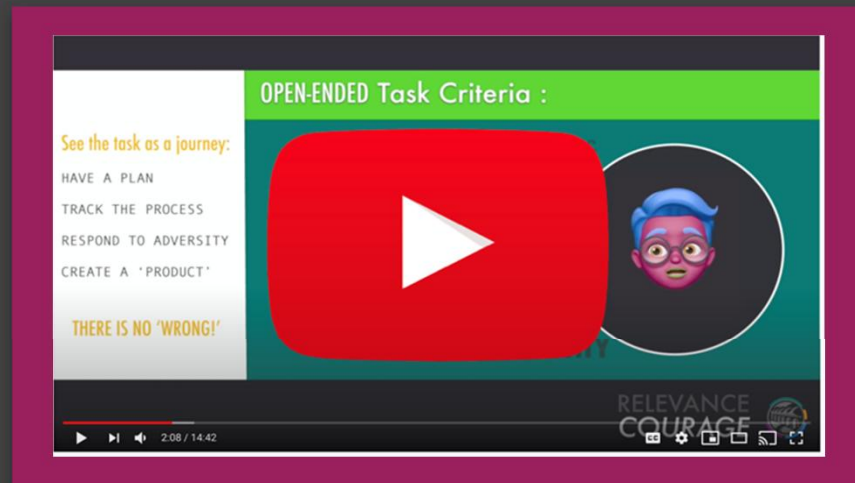
WHAT IS AN AGILE LEARNING CULTURE?

NO
BOUNDARIES

SHARED
OWNERSHIP

MOTIVATED THROUGH
ENGAGEMENT

An 'agile learning culture' aims to immerse young people in a learning environment in which they gain the skills, knowledge and adaptability to flourish. Pupils will see learning as an activity that can happen anywhere. Pupils will realise that they can and should influence and guide their own learning journey. Pupils will be able to identify their interests and use these to motivate learning experiences.



DIGITAL AGILITY: THE ART OF THE POSSIBLE

Blended learning is not simply a model of half physical and half virtual, it is a unique inter play between platforms, people, experience, and skill sets. The term is too easily used and paints a very simplistic view of a highly complex model. The key to success, for the learner, is not in the technical mastery, nor is it in their ability to learn. It is the development of a strong, reflective, and refined skill set that will aid a learner's agility and ability to access a broader range of learning opportunities.

