

## Learning and Teaching Strategies

Below is a bank of 'Everyday' Learning and Teaching strategies and a bank of Supplementary strategies that teachers could use to enhance pupil activities.

### Everyday Strategies

### Core Skills

### Explanation

Thinking skills

E – Enquiry

IP – Information Processing

EV - Evaluation

R - Reasoning

C – Creative thinking

(1) Teacher Led	<b>Listening</b>	
(2) Solo	<b>Learning with Others</b>	
(3) Brainstorm	<p><b>Learning with others</b></p> <p>Generate and extend ideas (C) Look for alternatives (C)</p>	<p>Pupils are given large sheets of paper and a central word, concept or idea. They record all ideas that are raised, often in the form of a 'spider' diagram which captures key words, ideas or phrases. This can be extended to clustering where pupils are asked to group or colour code ideas which 'go together' in some way</p>
(4) Model Mapping	<p><b>Learning with others</b></p> <p><b>Thinking skills</b></p>	<p>Pupils name a topic in the centre of paper and draw branches radiating outwards with key word for each branch. Smaller branches then radiate for ideas that form part of the main branch</p>

<p>(5a) Pair work</p> <p>(5b) Think/pair/share</p>	<p><b>Communication</b></p> <p><b>Learning with others</b></p> <p>Give reasons for opinions and actions (R)  Generate and extend ideas; look for alternative outcomes (C)  Test conclusions (E)  Evaluate information (EV)</p>	
<p>(6) Questions</p>	<p>Raise and respond to questions (E)  Information processing (IP)</p>	<p>Pupils practice raising questions, focus their research</p>
<p>(7) Talk /partners</p>	<p><b>Communication</b></p> <p><b>Learning with others</b></p> <p>Give reasons for opinions and actions (R)  Generate and extend ideas; look for alternative outcomes (C)  Test conclusions (E)  Evaluate information (EV)</p>	<p>Pupils explore ideas in pairs, given a focus and timescale.  Pairs may become fixed to become established 'response partners' so pupils always explore ideas or discuss their own work with a particular partner</p>

(8) Teams	<b>Learning with others</b>	<p>Using Team jobs          Messenger          Tracker          Manager          Skill Builder</p> <p>(NB with team working you need to vary the composition of the groups and how team roles are allocated. This depends on the particular team skill you are planning as the learning objective – cross reference this with the 'I can' statements for 'learning as part of a group')</p>
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### Supplementary Strategies

(9) Hot Seating	<p>Raising and responding to questions (E)          Evaluating information (EV)</p>	<p>Teacher or pupil 'in role' as a character from a context or story is questioned by other pupils.          Pupils in small groups may be given time to devise questions together first.</p>
(10) Opinion Line	<p>Give reasons for opinions and actions (R)          Evaluate what they see and hear (EV)</p>	<p>Pupils are given a phrase or proposition about which they have to formulate an opinion. They are then asked to stand along a continuum line between two labelled chairs e.g. strongly agree / disagree/ e.g. Henry VIII was a good ruler / not a good ruler. Those near to each other discuss where they have placed themselves and see if they need to move places in the light of this</p>

(11) Quiz	Raising questions (E) Information processing (IP) Use precise language (R)	Either as a focus for research or to review information that has been found, pupils are challenged to devise a specified number of questions (with accurate answers) to contribute to a whole class 'quiz' or to ask another group. Useful if kept as a quick revision / revisiting tool
(12) Question Boards	Improve ideas (E) Generate and extend ideas (C) Information processing (IP) Evaluation (EV)	Questions which require extended answers are selected and each written at the top of a large sheet of paper. These are spread around / displayed around the room and pupils in small groups rotate around them, adding any information they can to each. The teacher, or a pupil, acts as time keeper
(13) Representatives	<b>Communication</b> Locate and collect information, analysing and synthesising (IP). Evaluate information (EV) Use precise language (IP)	Group representatives visit and 'learn from' other groups. They then return to base groups to 'teach' what they have learned
(14) Role Play	<b>Communication</b> <b>Learning with others</b> Apply imagination (C) Make deductions (R)	Pupils may be given a situation to explore or be given specific character roles. A 'mystery' object or set of facts / artefacts / information may be used as a way in – roles then emerge as the context is explored
(15) Snowballing	<b>Communication</b> <b>Learning with others</b> Classifying information (IP) Synthesis (IP) Test and improve ideas (E)	Pupils think individually / make jottings of current thoughts. These are then shared and expanded with a partner and then two pairs join together to review and collate. A specific frame for the final report back may be given e.g. tell the class the three most significant things you have discussed
(16) Scan and Tell	<b>Communication</b> Information processing (IP) Enquiry (E) Speaking and listening	Pupils given some information and given 5 minutes to scan and then 1 minute to tell a partner what they have found out. Partner feeds back to class (a on b / b on a)