

# INTERDISCIPLINARY LEARNING

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JO CLARK

PORT ELLEN PRIMARY SCHOOL ISLAY

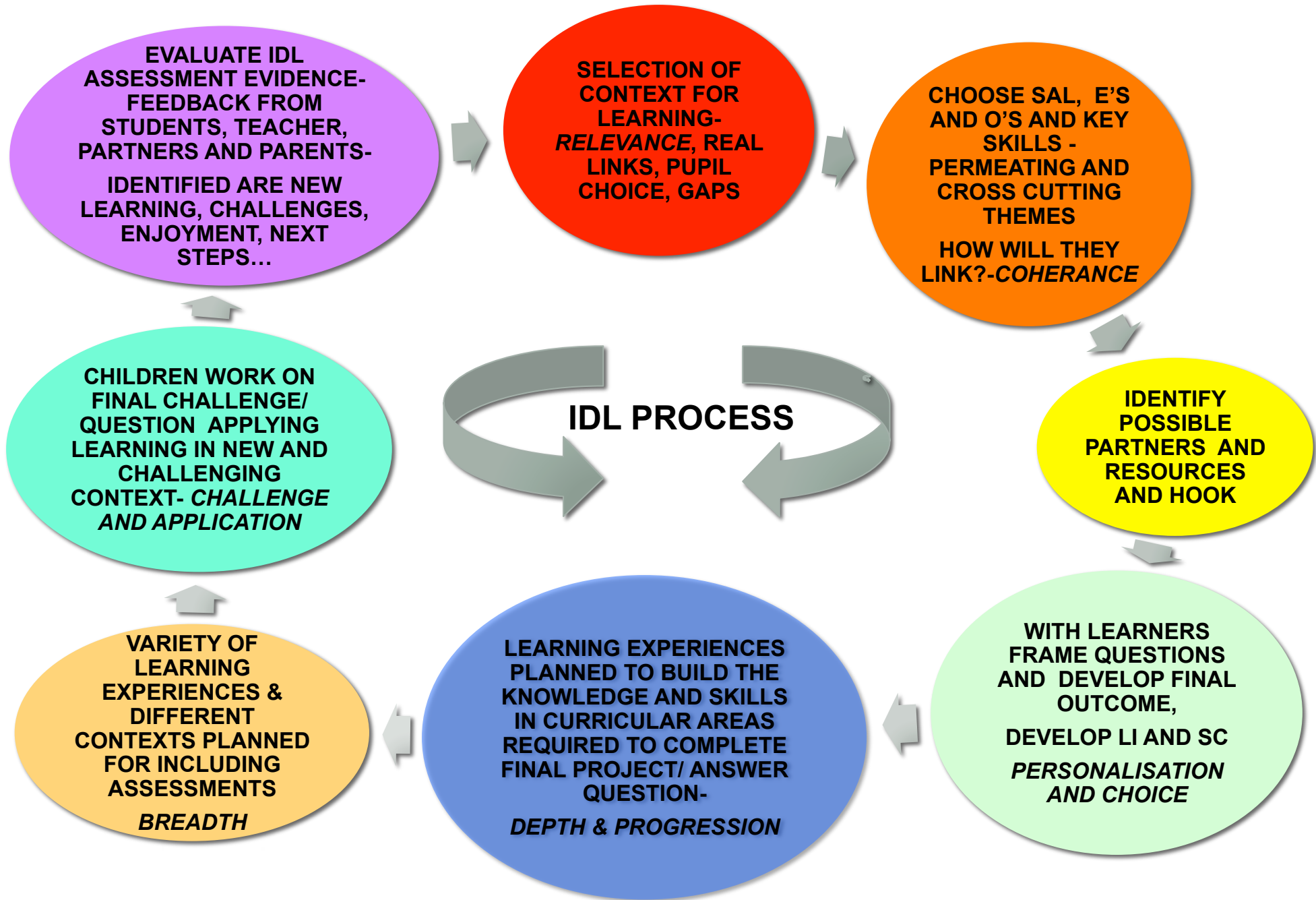


# GOOD IDL-EDUCATION SCOTLAND

- Gives learners awareness and understanding of connections and differences among curricular areas/ subjects (eg, through exploring 'big ideas' or common skills across them).
- It uses in-depth knowledge and skills from more than one curricular area/subject to explore a theme or solve a problem or to undertake a final project after work in the separate areas.
- They typically involve;
  - active, co-operative learning
  - challenging, thought-provoking tasks
  - critical thinking, such as working out which knowledge from different areas is relevant and bringing it together to address a particular task.

# BACKGROUND

- IDL pilot with Bowmore
- Termly IDL projects - 2-4 curricular areas plus permeating from literacy, numeracy or health
- Cross Cutting themes
- NAR Flowchart
- Significant aspects learning
- Final project based IDL
  - Skills and knowledge taught separately
  - Combined in final problem solving stage
- Exploration of a theme or problem-
  - Es &Os explored in **depth** in different disciplines to find how contribute to area explored with no set solution- **not** a topic web
- A&B IDL Moderation Group



# WW1 2ND LEVEL-CONTEXT FOR IDL

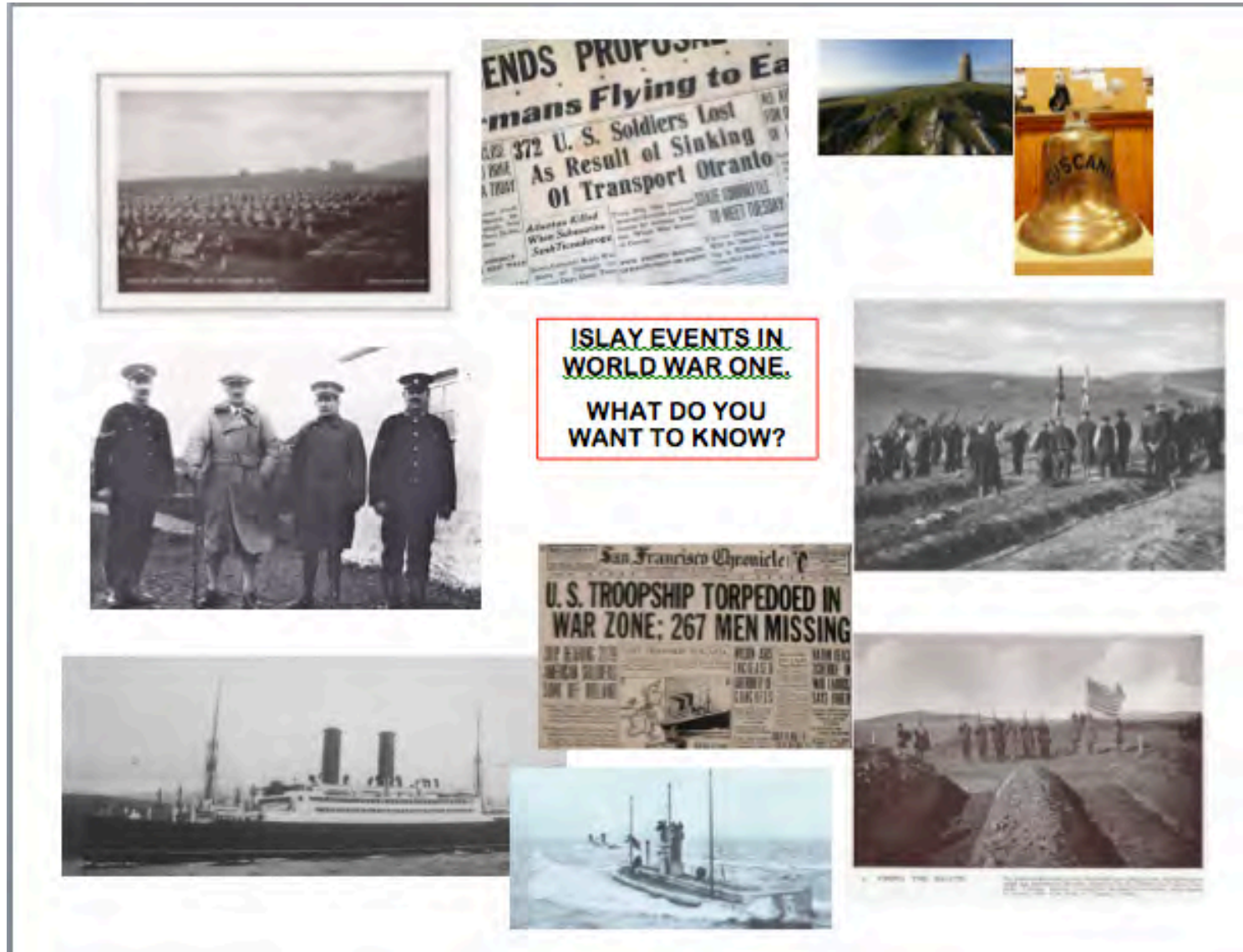
- 100 YEAR ANNIVERSARY START WW1
- REMEMBRANCE DAY ASSEMBLY
- LOCAL MUSEUM EXHIBITION
- VISIT BY CWGC TO LOCAL WAR GRAVES
- OTRANTO AND TUSCANIA DISASTERS
- PREVIOUS TOPIC ON LEARNING ABOUT CONFLICT
- STUDENT INTEREST IN HISTORY AND WAR
- SCHOOL TRIP TO STIRLING
- LOCAL WAR MEMORIAL
- RELUCTANT TIME TRAVELLER ISLAY BOOK FESTIVAL JANIS MACKAY





# PLANNING THE LEARNING

- VISIT TO LOCAL WAR MEMORIAL
- STARTER PICTURES
- KEY QUESTIONS
  - Who from Islay fought in WW1?
  - Why did we have a war?
  - How did the boats sink?
  - Were women on Islay doctors or nurses in the war?
  - Why do they have guns at a funeral?



# DEVELOP LI AND SC WITH STUDENTS

- **LITERACY AND TECHNOLOGY OUTCOMES**
- I can **make notes, organise** them under suitable headings and use them to **understand information**, develop my thinking, explore problems and **create new texts**, using my own words as appropriate. **LIT 2-15a TCH2-03b**
- **LI= I CAN TAKE NOTES AND ORGANISE THEM FOR MY FACT FILE**
- *SC= I MUST WRITE NOTES ON KEY FACTS IN MY OWN WORDS*
- *I SHOULD USE INTERNET SEARCH ENGINES EFFECTIVELY*
- *I COULD NAME MY SOURCES AND MAKE SURE THEY ARE RELIABLE*
- **PLANNED ASSESSMENT: PERSONAL WW1 RESEARCH AND ASSEMBLY**
- **HISTORY OUTCOMES**
- I can use **primary and secondary sources** selectively to **research** events in the past. **SOC 2-01a**
- I can **compare and contrast** a society in the past with my own and contribute to a **discussion** of the similarities and differences. **SOC 2-04a**
- I can **discuss** why people and events from a particular time in the past were important, **placing** them within a **historical sequence**. **SOC 2-06a**
- **LI= I CAN RESEARCH SOMEONE ON ISLAY AND FIND OUT WHAT HAPPENED TO THEM IN THE WAR**
- *SC= I MUST USE PRIMARY AND SECONDARY SOURCES IN MY RESEARCH*
- *I SHOULD COMPARE AND CONTRAST LIFE IN WW1 WITH LIFE TODAY*
- *I COULD PLACE THEIR EXPERIENCES ON A WW1 TIMELINE AND SAY WHY THEY WERE IMPORTANT*
- **PLANNED ASSESSMENT: LETTERS AND RESEARCH FOR ASSEMBLY**

# DEVELOP LI AND SC WITH STUDENTS

- **RME OUTCOMES**

- I'm developing my **understanding** that people have beliefs and values based upon **religious or other positions**. **RME 2-09b**

- **LI= I KNOW THAT PEOPLES BELIEFS AFFECT THEIR ATTITUDES AND ACTIONS IN WARTIME**

- *SC= I MUST BE ABLE TO SAY HOW I FEEL ABOUT WAR*

- *I SHOULD KNOW HOW PEOPLE'S BELIEFS AFFECTED THEIR ACTIONS IN WW1*

- *I COULD GIVE EXAMPLES OF HOW PEOPLE'S BELIEFS AND WAR ARE LINKED TODAY*

- **PLANNED ASSESSMENT: WW1 PRAYER/POEM FOR ASSEMBLY**

- **EXPRESSIVE ARTS OUTCOMES**

- I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. **EXA 2-02a**

- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings. **EXA 2-05a**

- **LI= I CAN USE POEMS, SONGS, VIDEOS AND MY LEARNING ON WW1 TO INSPIRE A WORK OF ART FOR THE REMEMBRANCE ASSEMBLY**

- *SC= I MUST IDENTIFY AND DISCUSS A WAR POEM AND USE IT AS A STIMULUS FOR A PIECE OF ART*

- *I SHOULD MAKE A WORK OF ART THAT EXPRESSES HOW I FEEL ABOUT WW1*

- *I COULD SHOW MY ARTWORK AT THE ASSEMBLY EXPLAINING THE LINK*

- **PLANNED ASSESSMENT: WW1 MIXED MEDIA ART FOR ASSEMBLY**



# PLANNING LEARNING EXPERIENCES

**IDL OUTCOME/ TITLE: WORLD WAR 1:** CHILDREN will use the Islay Book Festival Novel Accidental Time Traveller by Janis Mackay to base their learning on WW1 around, along with other books set at the time. They will **analyse** the text and use to build understanding of life at the time. They will use the **internet** to research media, sources of evidence and chronology of WW1, including what life was like for different individuals at the time. Skills of research, note taking and **organising** and acknowledging sources allow to **build** an understanding of life at time. Research local war memorials and the Islay Museum as well to find out about people local to Islay affected by the **great war**. Carry out personal projects on specific aspects of WW1. Learn about war through poetry of WW1 poets, and use to think about people values and beliefs- Why do we go to war. Design own war memorial and create poetry and art on the theme, then use learning to create a remembrance service for the centenary this year.

## 1. ACCIDENTAL TIME TRAVELLER: TEXT ANALYSIS

Children use RR strategies to analyze **authors** use of language, theme, characterization and setting. Use focus questions for each **chapter**, take notes on life at time. Compare to other texts, war horse etc. Use imagination and learning to select and organize ideas for own WW1 personal story based on Islay, using peer and **self evaluation** to improve and redraft.

## 2. HISTORY: LIFE IN WW1

Research and visits to Islay Museum, glow meets **etc** help understand life at time. **Causes of WW1**. Children create a WW1 timeline in class. Use primary and secondary sources evidence to find out about individuals at time. Research if possible individuals mentioned on War Memorial in Port Ellen, compare to life today-contrast diaries.

## 3. WW1 PERSONAL PROJECT

Children choose a particular aspect of WW1 to research and present on for the assembly in whatever form they choose. Key aspects are good research skills, note taking and addressing sources of evidence. Why is it important that we remember?

CROSS CUTTING THEME  
**ENTERPRISE**

## WORLD WAR 1 ASSEMBLY

PERMEATING THEME  
**LITERACY**

## 5. REMEMBRANCE ASSEMBLY

Children use their learning to produce their own assembly based around a theme of **remembrance**, reflecting on war and what people sacrificed. Can include drama, art and music and should have a local basis. Present to parents and children on **remembrance day**.

## 4 WW1 REMEMBRANCE: ART, POETRY AND PRAYER

Discuss remembering events in the past, why we remember, how religious beliefs and positions affect attitudes to war. Plan assembly for **100** year anniversary of start WW1. Design a new War Memorial and build models, Mixed media collage of war and peace. **Analyse** WW1 war poetry and create illustrations. Create own poetry focused on Peace. Look at modern conflicts- what has changed? Create Assembly.

## EXPERIENCES AND OUTCOMES FOR ASSESSMENT FOCUS

### LITERACY OUTCOMES

- I can **make notes**, **organise** them under suitable headings and use them to **understand information**, develop my thinking, explore problems and **create new texts**, using my own words as appropriate. **LIT 2-15a**
- I can **discuss** structure, characterization, **setting**, **recognise** the relevance of the writer's theme and how this relates to my own and others' experiences and **discuss** the writer's style and other features appropriate to genre. **ENG 2-19a**

### HISTORY OUTCOMES

- I can use **primary and secondary sources** selectively to **research** events in the past. **SOC 2-01a**
- I can **compare and contrast** a society in the past with my own and contribute to a **discussion** of the similarities and differences. **SOC 2-04a**
- I can **discuss** why people and events from a particular time in the past were important, **placing** them within a **historical sequence**. **SOC 2-06a**

### RME OUTCOMES

- I'm developing my **understanding** that people have beliefs and values based upon **religious or other positions**. **RME 2-09b**

### EXPRESSIVE ARTS OUTCOMES

- I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. **EXA 2-02a**
- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings. **EXA 2-05a**

### TECHNOLOGY OUTCOMES

- Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, **recognising** the importance this has in my place of learning, at home and in the workplace. **TCH 2-03b**

## RESOURCES AND WEBSITES

NATIONAL ARCHIVE  
LIBRARY OF SCOTLAND  
WW1 WEBSITE  
BBC LEARNING  
ISLAY MUSEUM

## KEY QUESTIONS FROM PUPILS

## SKILLS LADDER ASSESSMENT FOCUS CAPACITY- **SUCCESSFUL LEARNERS- SHARE LEARNING**

STEP 4 I can **reflect on my learning** and show others how I have learned from my own mistakes.

STEP 5 I can **reflect honestly on my work giving a balanced view** of positive and negative aspects of my learning.

STEP 6 I can **present my work to others, explaining** the purpose of my work, what I **achieved** and next steps.



# PLANNED ASSESSMENTS

KEY LEARNING AND ACTIVITIES		
<ul style="list-style-type: none"> <li>Know the difference between primary and secondary resources through project blaster</li> <li>Visit to Museum to see <u>artifacts</u></li> <li>Personal project on area of WW1</li> <li>Researching Islay war memorials and people on them</li> </ul>	<ul style="list-style-type: none"> <li>Create assembly around the <u>Tuscania</u> and Otranto disasters</li> <li>Analyse war poetry</li> <li>Create own war art and poetry and song</li> <li>Prepare assembly for remembrance day</li> <li>Present their learning</li> </ul>	
ASSESSMENT TASK	SUCCESS CRITERIA	EVIDENCE
<b>1. LITERACY- RESEARCH</b> LI= I CAN TAKE NOTES AND ORGANISE THEM FOR MY FACT FILE	I MUST WRITE NOTES IN MY OWN WORDS I SHOULD INCLUDE THE KEY FACTS I COULD NAME MY SOURCES AND MAKE SURE THEY ARE RELIABLE	Notes from research, final project Peer and T Assess
<b>2. HISTORY- EVIDENCE TIMELINES</b> LI= I CAN RESEARCH SOMEONE ON ISLAY AND FIND OUT WHAT HAPPENED TO THEM IN THE WAR	I MUST USE PPRIMARY AND SECONDARY SOURCES IN MY RESEARCH I SHOULD COMPARE AND CONTRAST LIFE IN WW1 WITH LIFE TODAY I COULD PLACE THEIR EXPERIENCES ON A WW1 TIMELINE AND SAY WHY THEY WERE IMPORTANT	PROJECT FILE T SELF Assess
<b>3. RME- PEOPLES BELIEFS AND ACTIONS</b> LI= I KNOW THAT PEOPLES BELIEFS AFFECT THEIR ATTITUDES AND ACTIONS IN WAR	I MUST BE ABLE TO SAY HOW I FEEL ABOUT WAR I SHOULD KNOW HOW PEOPLE'S BELIEFS AFFECTED THEIR ACTIONS IN WW1 I COULD GIVE EXAMPLES OF HOW PEOPLE'S BELIEFS AND WAR ARE LINKED	POEM/ ARTWORK REMEMBRANCE T SELF assess
<b>4. EXPRESSIVE ARTS- POEMS AND ART</b> LI= I CAN USE POEMS, SONGS, VIDEOS AND MY LEARNING ON WW1 TO INSPIRE A WORK OF ART FOR THE REMEMBRANCE ASSEMBLY	I MUST IDENTIFY AN INSPIRING PART OF MY LEARNING TO USE AS A STIMULUS FOR MY WORK AND EXPLAIN WHY I CHOSE IT I SHOULD MAKE A WORK OF ART THAT EXPRESSES HOW I FEEL ABOUT WW1 I COULD SHOW MY ARTWORK AT THE ASSEMBLY EXPLAINING THE LINK	POEM/ARTWORK ASSEMBLY SELF and t
<b>5. TECHNOLOGY- INTERNET RESEARCH</b> LI= I CAN USE THE INTERNET TO SEARCH FOR RELIABLE AND RELEVANT INFORMATION	I MUST BE ABLE TO USE SEARCH ENGINES EFFECTIVELY I SHOULD BE ABLE TO IDENTIFY HOW RELIABLE MY SOURCES ARE I COULD CREATE TOP TIPS ON INTERNET RESEARCH FOR OTHERS TO USE	TOP TIPS POSTER SELF and t
<b>6. SKILLS- SHARE LEARNING WITH AUDIENCE</b> LI= I CAN PRESENT MY LEARNING TO AN AUDIENCE WITH A SELF EVALUATION	I MUST SAY WHAT I DID WELL IN MY LEARNING I SHOULD SAY WHAT I COULD DO BETTER I COULD SUGGEST NEXT STEPS FOR MY LEARNING	EVALUATION SELF AND T AND PEER
ASSESSMENT EVALUATION	NEXT STEPS	

# LEARNING WITH OTHER PARTNERS

SCOTTISH LEGION FAMILIES IN  
WW1 COMPETITION



CWGC VISIT

TRIP TO ISLAY MUSEUM



NATIONAL MUSEUM GLOW  
MEET ON WW1 ARTEFACTS





# LEARNING EXPERIENCES

- Group research on causes WW1
- Personal Research topics
- WW1 reciprocal reading novel studies
- War Poetry reciprocal reading and writing
- Mixed Media Art
- Glow meet on sources evidence
- Research on Islay individuals on Ancestry
- Beliefs and war- prayer writing
- Visit to war memorial and Kilnaughton Cemetery for evidence
- Interviews with family/ community
- Writing letters from soldiers and families
- Scottish Legion Essays
- Islay Museum trip
- Planning Remembrance assembly
- Poppy Stones
- Gaelic song The Swan and art in Gaelic college

# INTERDISCIPLINARY LINKS



- WW1 letters- History, literacy, technology and RME
  - Wrote imagined letter from soldier on the front to family and return letter reflecting their research on the individual, knowledge of life at the time and understanding of effects of war on beliefs.
- WW1 stories- History, literacy, technology
  - Research and interviews used to write personal and local story from WW1, entered in the Scottish Legion competition.
- Remembrance Service- History, Expressive arts, literacy, RME, Technology
  - Attended by local community, Children read their letters, shared research, performed Dulce est Decorum Est with art as backdrop, played last post, observed silence, read prayer and sang Gaelic song about soldier in WW1 before heading to memorial to lay poppy stones











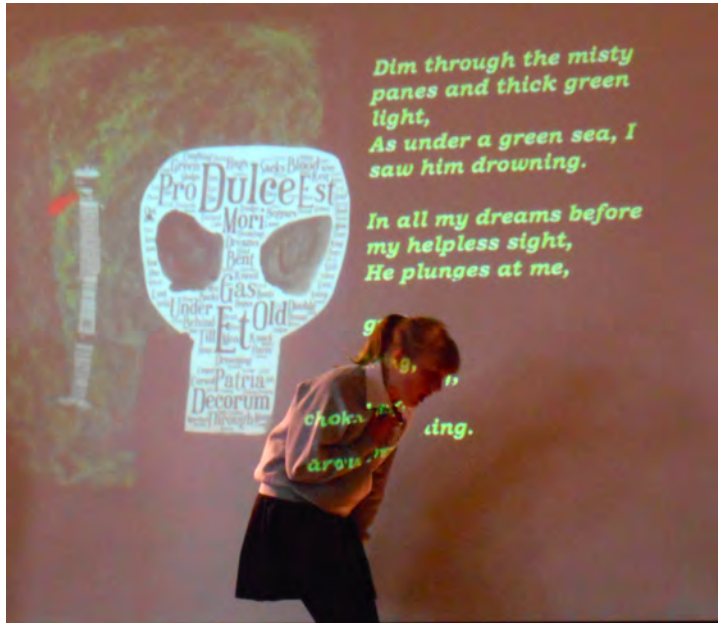
IN MEMORY OF  
HER BELOVED HUSBAND  
DONALD WHYTE  
DROWNED AT PORT ELLEN LIGHTHOUSE  
1ST JANY 1916 AGED 53  
ALSO THEIR SONS DANIEL WHYTE  
DROWNED AT PORT ELLEN LIGHTHOUSE  
1ST JANY 1916 AGED 17  
PRIVATE DUGALD WHYTE 10<sup>TH</sup> A. & S. H.  
KILLED IN ACTION 16<sup>TH</sup> DEC<sup>R</sup> 1915 AGED 21  
INTERRED IN MAPLE COPSE CEMETERY  
ZILLEBEKE, NEAR YPRES, BELGIUM  
LANCE CP<sup>L</sup> WALTER WHYTE 2<sup>ND</sup> A. & S. H.  
KILLED IN ACTION 18<sup>TH</sup> AUG<sup>T</sup> 1916 AGED 20





***Gas! GAS! Quick, boys!—  
An ecstasy of fumbling  
Fitting the clumsy helmets just in time,  
But someone still was yelling out and stumbling  
And flound'ring like a man in fire or lime.—***





# RECORDING AND TRACKING ASSESSMENT

PORT ELLEN PRIMARY SCHOOL IDL PLAN OF ASSESSMENT / WW1






RECORD OF ASSESSMENT FOR IDL WW1							
0=NOT ATTEMPTED 1=HAD A GO- <i>MUST</i> ACHIEVED 2=PART- <i>SHOULD</i> ACHIEVED 3= FULLY- <i>COULD</i> ACHIEVED							
NAME	1. HISTORY <i>SOC 2-01a, 2-04A, 2-06A</i>	2. LITERACY <i>LIT 1-15A ENG 2-19a</i>	3. RME <i>RME 2-09b</i>	4. ARTS <i>FAA 2-02a, 2-05a</i>	5. TECHNO <i>TCN 2-03b</i>	6. SKILLS <i>SHARE LEARNING</i>	NOTES
P7							
David							
Oliver							
<u>Torin</u>							
Emily							
Jodie							
Elizabeth							
Eleanor							
<u>Abbie</u>							
Annie							
Ciara							
Beth							
William							
Logan							
<u>Anwen</u>							
Nicholas							
Emma							



# EVALUATION of IDL

- Evaluation sheet
- Includes LI and SC and linked Es and Os and SAL
- Children traffic light and fill in what did
- Sheet differentiated depending on level
- Discussion with teacher identifying challenge, enjoyment, strengths and next steps
- Teacher gives feedback
- Parents access from learning logs and give feedback

WW1 IDL LEARNING EVALUATION	
What I did...	  
Success Criteria... Traffic Light how you did!	I know I have been Successful because....
<b>LITERACY &amp; TECHNOLOGY- RESEARCH LIT 2-15a YC/10-122</b> <b>LI: To take notes and organise them for a fact file</b> I MUST WRITE KEY FACTS IN MY OWN WORDS I SHOULD USE INTERNET SEARCH ENGINES EFFECTIVELY I COULD NAME MY SOURCES, MAKE SURE THEY ARE RELIABLE	
<b>HISTORY- RESEARCH SOC 2-01a, 2-04A, 2-08A</b> <b>LI: I can research an Islay soldier</b> I MUST USE PPRIMARY AND SECONDARY SOURCES EVIDENCE I SHOULD COMPARE AND CONTRAST LIFE IN WW1 TO TODAY I COULD PLACE THEIR EXPERIENCES ON A WW1 TIMELINE AND SAY WHY THEY WERE IMPORTANT	
<b>EXPRESSIVE ARTS- MIXED MEDIA ART AND POETRY EXA 2-02a, 2-05a, ENG 2-19a</b> <b>LI: I can investigate war poetry and use it as a stimulus for mixed media art for the assembly</b> I MUST IDENTIFY AND DISCUSS A WAR POEM AND USE IT AS A STIMULUS FOR A PIECE OF ART I SHOULD MAKE A WORK OF ART THAT EXPRESSES HOW I FEEL ABOUT WW1 AND WAR I COULD SHOW MY ARTWORK AT THE ASSEMBLY IN CONTEXT	
<b>RME- HOW BELIEFS AFFECT ACTIONS RME 2-09b</b> <b>LI: I know how peoples beliefs affect their actions</b> I MUST BE ABLE TO SAY HOW I FEEL ABOUT WAR I SHOULD KNOW HOW PEOPLE'S BELIEFS AFFECTED THEIR ACTIONS IN WW1 I COULD GIVE EXAMPLES OF HOW PEOPLE'S BELIEFS AND WAR ARE LINKED IN TODAYS WORLD	
<b>SKILLS- SUCCESSFUL LEARNERS- SHARE LEARNING</b> <b>LI: I can present and evaluate my learning to an audience</b> I MUST SAY WHAT I DID WELL IN MY LEARNING I SHOULD SAY WHAT I COULD DO BETTER I COULD SUGGEST NEXT STEPS FOR MY LEARNING	
WHAT I ENJOYED MOST...	WHAT I FOUND MOST CHALLENGING...
MY STRENGTHS IN THIS TOPIC...	MY NEXT STEPS...
TEACHER COMMENT	PARENT COMMENT



# EARLY LEVEL IDL- DIPS

- Relevance- to close gaps, healthy tuck, parent health evening, eco schools and have health and numeracy permeating themes
- Digital floor book to record planning and learning, plan do review
- Linking numeracy, health, technology and literacy
- Cross cutting theme- enterprise, team building
- Experiences- designing and making dips, evaluation, leaflet making, information handling, marketing, finance, recipes, posters
- Assessments- Health eatwell plate with dip, Team work observed, Technology dip creation, Numeracy display graphs, Literacy poster



# EARLY LEVEL EVALUATION

- E'S AND O'S
- TRAFFIC LIGHT OF I CAN STATEMENTS
- TEACHER COMMENT
- I AM GOOD AT
- I NEED TO IMPROVE
- NEXT STEPS

## My Learning Story... Dips and Dippers Term 3 2014-15

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.  
**LIT 0-26a**  
Throughout my learning, I share my thoughts with others to help further develop ideas and solve problems. **TCM 0-11a**  
I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success.  
**SOC 1-22a**  
I can collect objects and ask questions to gather information, **organising**, and displaying my findings in different ways. **MNU0-20a**  
Together we enjoy handling, tasting, taking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep **healthy**. **HE0-0-00**

I think		My teacher thinks
<input type="radio"/>	I can make an advertising poster.	<input type="radio"/>
<input type="radio"/>	I can use what I know and my imagination to invent a new dip.	<input type="radio"/>
<input type="radio"/>	I can do my job in a group.	<input type="radio"/>
<input type="radio"/>	I can gather information and show what I have found in different ways.	<input type="radio"/>
<input type="radio"/>	I am confident to try new foods.	<input type="radio"/>
<input type="radio"/>	I can say whether a food is healthy.	<input type="radio"/>

Teacher Comment

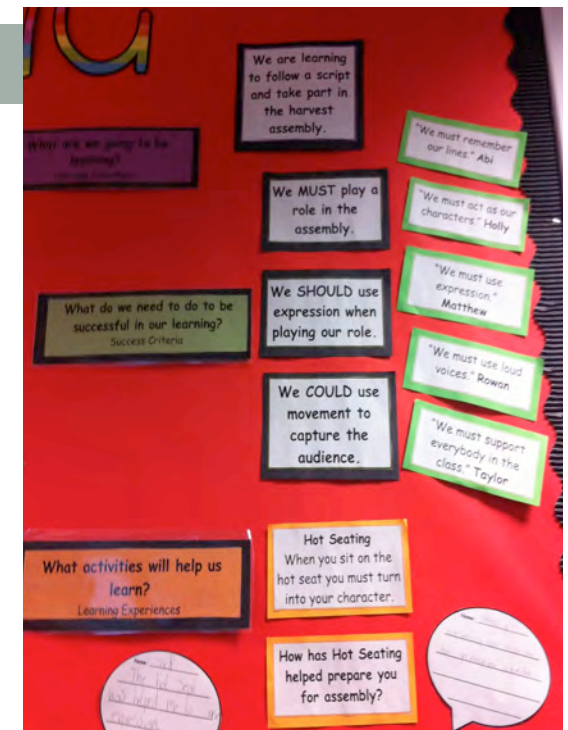
I'm good at

I need to improve

Next Steps

# FIRST LEVEL IDL- MY AMAZING BODY

- Relevance- to close gaps, children's choice, cross school 1<sup>ST</sup> level science planning
- NAR wall display to show learning and make links
- Linking science, health and literacy
- Cross cutting theme- ICT, Successful learners- sharing learning
- Investigation- Shared work with Port Charlotte and peer assessed microbes through video-moderation
- Experiences- designing experiments, making own microorganisms, building models organs, fact files, research, games for parents
- Assessments- Making organs, micro-organism fact file, notes taking





# FIRST LEVEL EVALUATION

- E'S AND O'S AND LI
- MUST SHOULD COULD TRAFFIC LIGHT
- SENTENCE ON LEARNING
- STRENGTHS
- NEXT STEPS
- TEACHER COMMENT

FINANCE WEEK LEARNING EVALUATION	
What I have done...	
	
Success Criteria... Traffic Light how you did!	I know I have been Successful because....
<p><b>Social Studies SOC 1-21a</b>            I am learning calculate if I can afford an item.            I <b>MUST</b> count how much money I have.            I <b>SHOULD</b> study the cost of an item and compare it to how much money I have.            If I <b>can not</b> afford an item I <b>COULD</b> calculate how much more money I need.</p>	
<p><b>Health and wellbeing HWB 1-37a</b>            I am learning about how advertising <b>effects</b> my choices.            I <b>MUST</b> state the different ways that a company can advertise a product.            I <b>SHOULD</b> write down how an advert makes me feel.            I <b>COULD</b> explain the strategies that the company has used to make me feel this way.</p>	
<p><b>Numeracy 1-09a 2-09a</b>            I am learning to compare the cost of an item from different shops.            I <b>MUST</b> study the cost of each item.            I <b>SHOULD</b> note down the most expensive and the cheapest item.            I <b>COULD</b> calculate the price difference.</p>	
MY STRENGTHS IN THIS TOPIC (what I am good at)	MY NEXT STEPS (what I need to improve)

# OTHER SUCCESSFUL IDL

- **STORYLINE IDL-** DRAGONS P1&2, WOLF BROTHER P6&7, CASTLES P3&4, SPACE P4&5
- **CROSS LEVEL IDL-** 1<sup>ST</sup> AND 2<sup>ND</sup> LEVEL
  - MOVING MACHINES P4-7, BBC 10 PIECES MUSIC P3&4 AND P7
- **EARLY AND 1<sup>ST</sup> LEVEL**
  - FAIRYTALES NURSERY AND P1&2, LIGHTHOUSE NURSERY AND P1&2, ENERGY P1&2 AND P3&4
- **WHOLE SCHOOL-** FINANCE WEEK, SCHOOL FAIR
- **CROSS PRIMARY IDL-** 2<sup>ND</sup> LEVEL ROBOTS, FOOD SCIENCE, 1<sup>ST</sup> LEVEL SCOTLAND, MICROBES, EARLY LEVEL COMMONWEALTH GAMES

# OUR ACTION POINTS

- TRACK SAL FROM IDL FOR INDIVIDUAL CHILDREN THROUGH SCHOOL TO ENSURE PROGRESSION
- CROSS SECTOR PLANNING WITH HIGH SCHOOL AND P7
- MODERATION OF IDL ACROSS SCHOOL/CLUSTER FOR RIGOUR OF LEARNING, CHALLENGE AND PROGRESSION





Items for discussion	✓	Comments
Evaluation and Impact of last term's planning.		See examples of evaluations from previous term.
		Discussion around the focus of the plan, relevance to children, cross cutting, permeating themes and the use of the NAR flowchart
Discrete Learning and IDL		Balance between discrete/ IDL – new SAOL planning
Progression in Lit, num, H		Progression
Learning and Teaching Approaches/Strategies		Discussion of pedagogy, resource needs, challenge, pace
Formative Assessment		Look at last terms and proposals for the term ahead. Discuss evidence and balance of Say, Make, Write and Do, recording and use of data for next steps
Independent Enquiry Endeavour		Linked to IDL, discrete, progress with Endeavour
Curriculum Design Principles – how they're being used.		Discussion around a focus and how they are being used
Links to School Improvement		
Concerns, Issues, Action, follow-up		
Lead Teacher		Maureen Macdonald