

Giffnock Primary School

Curriculum Evening

Wednesday 22nd March 2017



Articulation of Learning



Key aims for this session:

1. Articulation of Learning – key skill for successful learners
2. Scaffolds to develop learning
3. Focused conversations at home



Articulating Learning: A Key Skill

- Life skills for children – next steps, independence and being a successful learner
- Across the curriculum, everyday
- Profiling from Nursery, Awesome Achievers, e-portfolios



Scaffolds for this articulation

- Children (and adults!) do not 'naturally' do this
- Whole school development and Development Group
- A 'formula':

Skill + Qualify (How well?) + Quantify (How often?)

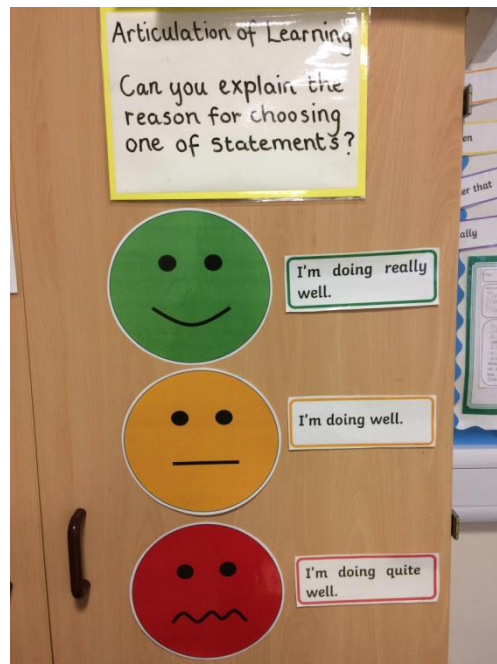
- Key questions to focus articulation
- Word banks developed with children for how well/ how often
- Class displays and resources to support



Scaffolds for this articulation

Teacher Comment

The use of the articulation of learning traffic light faces and questions has made the pupils more positive about their achievements (the doing really well, doing well and doing quite well are more descriptive and positive than thumbs) and the questions are making them more aware of what they have learned and therefore that they have been successful in their learning.





Scaffolds for this articulation

Language of Learning



I can scan for words in the text

With adult help

Most of the time

How well	How Often
Independently	All of the time
With some help	Some of the time

Language of Learning



I can do vertical calculations with carrying

Independently

Some of the time

How well	How Often
With some help	All of the time
With adult help	Most of the time

The use of the articulation of learning Flipchart and questions has made the pupils really think about the skills that have been learning and how successful they have been. Pupils in the group generate their "I can" statement from what they are now able to do. Using "how well" and "how often" allowed the children to think about their next steps. It is a useful plenary activity to allow the pupils to think about their progress and achievements.



Scaffolds for this articulation




Skills	Qualify (How well?)	Quantify (How often?)	Evidence:
	succeeded proudly confidently perfectly skillfully presentable certain sure capable expertly	always consistently enthusiastically motivated regularly frequently	
	need to improve with support trying hard i need to develop next time i will room for improvement progressing developing	usually fair effort quite often	
	lacking confidence in/with confusion uncertain doubtful difficulty hesitation	rarely barely hardly sometimes slowly	

Originally the pupils were more likely to tell you a story about what they had been doing that day. Now, by using both the key questions and the class word bank, they can construct evaluations that link really closely to the learning intention and success criteria of that lesson.

Some pupils still find this difficult and I think it will be important that we share resources so that if a child is struggling with the new approach in the next stage that they can still use something they are comfortable with from the previous year.



Scaffolds for this articulation

Name	Before resources	November	January
	My next step is to work on my own opinions.	We were learning to answer inferential questions using Point Evidence Explanation. I got 8/10 on the inferential questions. I am progressing well doing it by myself and I usually get them right but I was confused by the questions today. I would like more support with using PEE as I am still a bit confused.	<p>I think I succeeded in conveying information because I have written a headline, facts, introduction, date, and main body (etc.). I confidently described the event by adding in information and about the damage and how it affected the people. I am proud of my description of these events. As I wrote in paragraphs my work is presentable and in a logical order.</p> <p>My next steps would be to make the introduction more interesting and use more emotive language to hook the reader. I would like to use more technical language, such as debris.</p>
	I think I did very well using the right punctuation and noticing mistakes in the sentences. I could have started my work on the second line and not the top line.	We are learning to answer inferential questions using Point Evidence Explanation. I think I need to improve on using PEE by adding in a bit more detail into my evidence and explanation. I think I can usually use PEE and I am getting better at using it independently.	<p>I was successful when describing events. I confidently included facts and quotes which I used to engage the reader. The main body was well structured using the 5 w's (who, what, when, why and where). I included details about who was affected and used the correct tone and narrative voice.</p> <p>There is always room for improvement and I think I could have added more facts about how and why the earthquake happened. I could also have used more technical language, for example when talking about the tectonic plates.</p>
	I think I have been good at using correct punctuation and I have managed to stay on task. I need to try and get speech marks in the correct order.	We are learning to answer inferential questions using Point Evidence Explanation. I have succeeded and confidently answered inferential questions enthusiastically. I have managed to get 9/10 questions right, which shows me I am very good at this method.	<p>I have succeeded in conveying information in a presentable way for my newspaper report. I have done this through my structure (orientation, main body and reorientation) and using titles, columns and bold text. I have skilfully used the 5 w's to describe events in my report.</p> <p>My next steps are to use more technical language when describing events and use speech in a more dramatic way to engage the reader.</p>



Focused Questions

1. What were you learning about?
2. How do you feel about your learning?
3. What skills were you developing?
4. How successful were you?
5. Would you change what you did next time?
6. How might you use/ apply these skills?
7. What are your next steps?



Key Aims:

Focused conversations at home

1. Articulation of Learning – key skill
2. Scaffolds:
 1. Skill + Qualify (How well?) + Quantify (How often?)
 2. Key questions
 3. Word banks
3. Focused conversations at home using these scaffolds