



Vision for GREEN Learning

GREEN skills for empowered learners

Our Key Stage 3 Pedagogy Strategy is ultimately designed to promote our GREEN values and prepare learners with the skills and mindset to continue into Key Stage 4 successfully and as life-long learners:

Growth

- All our students have an entitlement to access 21st century life resources and opportunities. One-to-one access to technology enhances instructive learning and enables independence, resourcefulness and creativity.
- To understand that you can improve at anything with the right mindset helping you to achieve your best.

Resilience

- To embrace mistakes and barriers because you know that they are a key part of the learning process. Understanding that it is important to push past these barriers and not give up.
- one-to-one access to technology supports the focus on empowerment, and engagement enables students to prepare and embrace future opportunities and challenges

Energy

- One-to-one access to technology provides dynamic and efficient access to the curriculum, as well as, more rapid feedback that encourages reflection.
- To maintain focus and positive energy for learning so that you can make the most of all opportunities.

Empathy

- one-to-one access to technology fosters inclusivity for all and creates more opportunities for collaboration between students and staff.
- To encourage collaboration and understanding how you work and how others work. To be a reflective learner and to use this as a tool to improve.

Newness

- one-to-one access to technology fosters inclusivity for all and creates more opportunities for collaboration between students and staff.
- To encourage you to take positive risks and try new things without fearing failure.

GREEN Learning Strategy

Why?

We want to develop GREEN skills for self-regulation in all learners to ensure that students are not dependent. Dependency in the classroom refers to learners being passive recipients of knowledge and teaching; in contrast, self-regulated learning is where the teacher is the expert on the learning process and provides shape and guidance and there is a gradual transference as the student is active and becomes the shared expert.

Our Green Learning Strategy comprises of 3 strands:

- **Curriculum pedagogy and project based GREEN learning**
- **Use of one-to-one technologies to support learning**
- **Coaching to develop GREEN skills**

Curriculum pedagogy

Why?

WSFG students, through the regular revisiting of GREEN skills, develop skills that ultimately support independence. **GREEN learning** guides students in building the skill-sets they need to understand how to achieve high quality outcomes and how to reflect on what they have achieved and how they can continue to develop on their learning journey.

How?

Developing GREEN learning in the KS3 curriculum relies on a range of pedagogical tools to ensure that both independence is being engendered and that learning is efficient and effective. Schemes of work by design should include differentiated resources; build-in time for questioning; direct instruction and modelling is crucial to the process and comes in a variety of forms and are also the precursor to self-assessment and reflection; both formative and summative assessments should be planned and shared with students explicitly.

There is a continuum in a shift in responsibilities between learner and teacher vision so that the learner assumes greater responsibility for learning by degrees.

Self-regulation and independent learning does not imply exploring problem solving without processes being explained in advance and relevant prior knowledge being highlighted.

What?

All faculties have been involved in the design of a pilot **project (scheme of work)** to access their subject within a **GREEN Learning** framework to explore ways to enhance independent guided learning. All members of each faculty have contributed to the pilot project (scheme of work) **as part of their performance management**. Each Head of Faculty will draw together the elements of the process outcomes and evaluation undertaken by the faculty in their SEA in the summer term.

All schemes of work are structured using the GREEN planning framework to ensure a balance of all aspects of GREEN learning are built in by design.

One-to-one Technologies to Support Learning

Why?

All our students have an entitlement to access 21st century life resources and opportunities. One-to-one access to technology enhances instructive learning and enables independence, resourcefulness and creativity.

How?

We have developed a timeline of implementation that supports technology being introduced as a learning tool that allows staff to develop the skills needed and to take the best from practitioners internationally. These include key steps:

- Enquiry visits to research the use of technologies at a range of schools (summer and autumn terms 2018)
- Cloud-based networking: transition to Office 365
- Training of ICT Reps and Champions running pilots in each faculty including evaluations
- One-to-one device pedagogy whole school training (teacher to teacher)

What?

The proposal is as follows:

- All teaching staff to start using One-to-One devices from 15th May.
- All 2019-20 Year 7 students to use a school iPad as a One-to-One device for one academic year.
- All 2020-21 parents/carers of Year 8 students to be encouraged to purchase an iPad on a lease program which will take them up to the end of Year 11
- All Year 7 students from 2020-21 will use the WSFG One-to-One devices for one year.
- All Year 8 students from 2021-22 will be using their own One-to-One device for four years.

Coaching to develop GREEN skills

Why?

Empowering students to push past their comfort zone, break barriers and achieve their full potential in school and beyond. Additionally, to build transferable skills that students will take with them throughout their lives.

How?

Coaching is to take place in form time every two weeks over the course of two years. Coaching topics will include:

- Induction
- LORIC
- GREEN learning
- GREEN reward points
- Assessment reports
- Curriculum
- Homework

What?

Year 7 students will have one-to-one coaching once a fortnight for two years. In year 9 students will be trained to become coaches. Students will start coaching in year 10. They will have two coachees for two years.