

# Journey of Learning January 2022

## Primary 1/2 Agile Learning

### HOW DO CHILDREN LEARN in P1/2?

In a typical day children will learn through a range of different approaches. Depending on the needs of pupils, there may be a whole class lesson, small groups, individual one-to-one sessions and play. They are all of equal importance.

### HAVE TOS

There are some things we simply need to do. But choice is also very important. To help develop meta-cognitive skills, pupils are supported to manage their own time and do 'STAR' activities when they would like. Pupils choose to do these activities either straight away, or play first, then complete the STAR activity. Sometimes, these activities need to be done in pairs or a small group and pupils learn to negotiate with others in a very meaningful way.

### LEARNING THROUGH TOPICS and CHILDREN'S INTERESTS

#### TOPICS

Using a topic is a great way to learn something new. At times, there may be a whole class topic such as learning about a world religion or caring for our environment. Often, there will be set outcomes that are planned for, such as knowing how other religions celebrate festivals and comparing these festivals to Christianity. If children show a particular interest in an aspect of what has been taught, this can be investigated too.

### CHILDREN'S IDEAS

#### HAIRDRESSERS

During Term 2, pupils had shown interest in talking about hair and in particular pretending to comb hair. On enquiring, they were happy to do this without intervention. Toward the last week on Term 2, there was discussion of going to hairdressers and one pupil had asked for hair colour from Santa. This was used to add a provocation in the form of a hairdressing cape, combs and brushes. From here, pupils asking for a mirror and chairs for a waiting area.



By using this agile approach, personalisation and choice, relevance, challenge and enjoyment are embedded within the class, providing a rich and meaningful learning experience. Parents often report their children say they are 'just playing' all day. Play allows children to process issues, practise skill, make friendships, learn about friendships and different roles at their level. Often parents ask, if time is given to play, will this hold back learning or will there be less time for 'real' learning? In fact the very opposite is true. Through developing pupil interests, children see the relevance of what they learn and are much more motivated to learn. For example, pupils have chosen to write different signs for the Hairdressers, using what they have been taught.

#### PREVIOUS APPROACH TO LEARNING VERSUS AGILE APPROACH

Learning in the past has heavily focused on the transmission of knowledge. For example, being able to recite the order of kings and queens. Today, learning needs to equip pupils with SKILLS. These skills will help children to adjust to and cope with our ever changing and fast paced world. Children may never need to know the order of kings and queens. Google can give us that information at the touch of a button or two. Pupils may be better to explore who kings listened to, where did they get their advice, what was the outcome of this and from here, apply the lessons to better understand the complex political issues of today and perhaps help solve some of these issues in the future.

Having a better understanding of how children learn and using this agile approach can help motivate learners and focus on skills development. Through play and tasks that support agile learning, there is less focus on getting the 'right' answer and more on open ended learning, that fosters thinking skills and creative approaches that again, will help equip children with the attitudes and skills needed for life long learning.

## Seesaw

### SEESAW AND GLOW/TEAMS

Throughout West Lothian Council, pupils in the earlier stages of primary school are to use Seesaw and older pupils are to use Microsoft Teams through Glow. Seesaw is much easier for younger pupils to access independently. Glow access requires usernames and passwords and the ability to navigate more complex web pages. At Torphichen Primary School, P1 and 2 use Seesaw as a learning tool and other stages use Glow/Teams.

In class at Torphichen Primary School, Seesaw is used to share learning with parents and to complete activities issued as fortnightly, Home Learning. There will be stars on essential tasks such as reading, writing, spelling, number and health and wellbeing tasks. Other activities are optional. Please add posts of pupil work here. Due to Covid, only essentials are used between school and home.

### WHAT ARE THE ADVANTAGES OF USING SEESAW?

#### Developing Independence

During Term 2, P1/2 pupils learned how to use Seesaw and some of the features. Pupils can independently use QR codes to access Seesaw and know how to use the Sign Out function. Pupils very quickly learned how to add photographs, use the tools on the drawing page, and use the record function as well as find and complete activities added to their account.

#### Feedback

Teachers can give feedback in different ways; leaving a short recording or a written message on completed work, requesting pupils look at a piece of work to improve an aspect of it, a 'Like' emoji or a summary of what pupils have done well. In class, feedback is given and often is acted on straight away or becomes the next step in pupil learning. Parents can support learning by helping children to act on the feedback.

#### Voice Recordings and Video Lessons

When adding activities, there will often be instructions given using recordings. Again, this can be used to make learners more independent. Rather than waiting for a parent to read the instructions to the pupil, pupils can listen for themselves. Lessons can be tailored to groups of children and seeing the teacher or hearing their voice is something children usually like!

#### Parents

Seesaw is used as a forum for developing and sharing learning. Children love to have parents involved and can help by adding a 'LIKE' or leaving a positive comment. ALL OTHER ISSUES SHOULD BE RAISED IN

THE USUAL WAY, THROUGH SCHOOL EMAIL OR PHONE at [wltorphichen-ps@westlothian.org.uk](mailto:wltorphichen-ps@westlothian.org.uk)<sup>1</sup> 01506 248750.

Thank you for taking the time to read this Sway and for all your patience and understanding.

Mrs Telfer

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