

## How can we make school better?

### AifL in Highland

# Pupils taking greater responsibility for their own learning

## What does this mean for me?

<http://www.highlandschools-virtualib.org.uk/ltt/>

## How can we encourage pupils to take greater responsibility for their own learning? Let us count the ways . . .

Pupils taking responsibility for their own learning:

- has been an HMIe theme for some years and a focus in *Improving Scottish Education (2006)*
- is central to Highland's L&T Policy
- is a key feature of AifL formative assessment
- is a crucial factor in developing the four capacities of CfE (*Confident Individuals, Responsible Citizens, Effective Contributors, Successful Learners*)
- is a vital component of DtS enterprise learning
- is at the heart of thinking skills.

### Whole school

- Pupil Council, SNAG . . .
- Prefects/monitors with specific responsibilities – for subject display, school environment, bus monitors, playground activities, Library/Resource centre, school newspaper/publicity . . .
- Buddies, mentors, peer mediators . . .
- Achievers' schemes and programmes
- Duke of Edinburgh etc . . .
- Scholar and Open Learning activities
- Pupils contributing to parental reports and parents' nights
- Pupils leading school participation in the community.

### Classroom

- Pupils making genuine choices about what they learn within specific courses
- Pupils making genuine choices about how they learn

- Pupils taking the lead in lessons – modelling, explaining, demonstrating . . .
- Pupils teaching/supporting other individual pupils in specific tasks
- Pupils being encouraged to ask genuine questions even if they take the lesson in unexpected directions
- Pupils always self-assessing against success criteria **before** asking for support
- Pupils working cooperatively to achieve a particular shared task
- Pupils assessing each others' work
- Pupils having learning partners
- Pupils reflecting and making notes about what they understand their task to be and what the criteria for success are
- Pupils compiling folios of their own work – and deciding what should go into them
- Project work – with a real purpose and a 'real' audience
- Teachers automatically asking pupils how they got on **before** offering their own assessments of work
- Teachers, parents and pupils assessing pupil work using 'two stars and a wish'
- Teachers and pupils using assessment information to agree challenging long term targets
- (A "negative" one) Teachers making sure that for significant periods of time they are not up talking at the whole class

### The Community

- Pupils establishing, running, participating in clubs, societies, teams, groups
- Pupils undertaking voluntary and/or charity work in the community and beyond

### Further information

<http://www.highlandschools-virtualib.org.uk/ltt/>

<http://www.ltscotland.org.uk/assess/index.asp>

# How can we make school better?

**You will find out more about  
pupils taking responsibility for their own learning in  
The Highland  
Learning & Teaching Toolkit**

*Look out for the following Issue Papers:*

**Personal learning plans  
Target setting  
Independent learning  
Thinking skills  
Planning  
Inclusion  
Partnerships  
Learning styles  
Flexible learning  
Gifted and talented**

**What does this mean for me?**

**<http://www.highlandschools-virtualib.org.uk/ltt/>**

