Student TEEP Learning Map

Chaucer School

Starter Activity
Am I **equipped and ready to learn?**
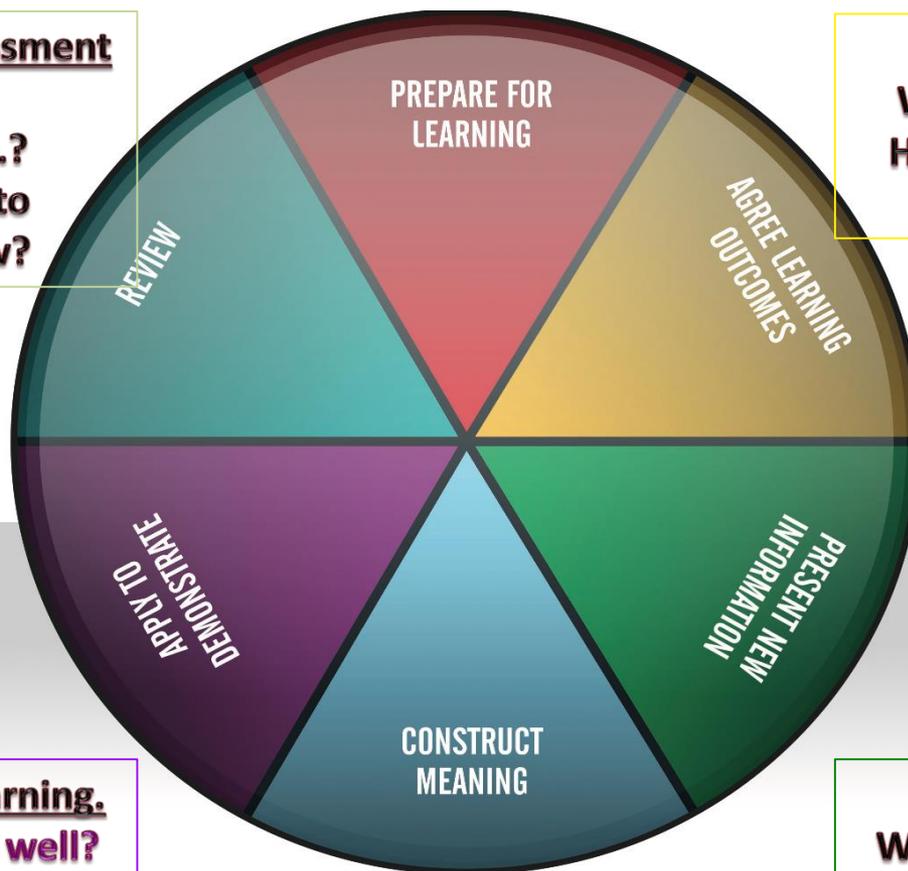**What have I learnt already?**

Self /Peer/teacher assessment
WWW/EBIs
How effective **was...?**
How does this fit **into**
what I already know?

WALTS/WILFs
What am I learning today?
How will I use my learning?

PREPARE FOR LEARNING

AGREE LEARNING OUTCOMES

REVIEW

APPLY TO DEMONSTRATE

PRESENT NEW INFORMATION

CONSTRUCT MEANING

Demonstrating New Learning.
How can I do this **really well?**

New Learning
What is this information for?

Understanding New Learning.
What does this mean?
Why am I **doing this?**

teep

Student TEEP Learning Map : Effective Learner Behaviours and the 6 Rs

I am a resilient learner	I am a responsible learner	I am a respectful learner	I am a resourceful learner	I am a reasoned learner	I am a reflective learner
I stay positive	I tell the teacher when I don't understand	The presentation of my work is of a good quality.	When stuck, II can refer to earlier work, re read the question, ask a peer before I ask my teacher. C 3 B4 me Brain, Book, Buddy, boss	I look for reasons for aspects of the work at hand.	I know my target grade and current working grade and know what I need to do next to achieve it.
I ensure I am involved in all aspects of learning (class discussions/group work)	I check my understanding of the instructions and materials. I ask for further information if I need it	I can offer ideas, new insights and alternative explanations	I can Independently look for further information, following up ideas raised in class.	I look for links between different activities, ideas and between different topics and subjects.	I can check my work against instruction and success criteria correcting mistakes and information I have left out.
I enjoy taking on a challenge and show determination to succeed.	I work independently and manage my own distractions	I can justify opinions, and assume a position	I can ask inquisitive but general questions	I explain purposes and results.	I can anticipate and predicts possible outcomes
I have stuck at something even though I found it difficult.	I complete all of my work by staying focussed.	I can reacts and refer appropriately to comments of other students	I can suggests new activities and alternative procedures.	I manage my time effectively	I can offer personal examples which are generally relevant
I `get unstuck`	I plan a general strategy before starting my work	I have balanced views	I use feedback from peers and teachers to improve my work	I look for specific links between schoolwork and my personal life	I take calculated risks with my learning