

Learning Essentials

The Big Picture

Self Management	<ul style="list-style-type: none">• Organise themselves and work out goals and priorities• Show personal responsibility, initiative, creativity and enterprise• Anticipate, take and manage risks• Commit themselves to learning and self-improvement• Respond positively to change
Effective Participation	<ul style="list-style-type: none">• Engage actively with issues that affect them and those around them.• Play a full part in the life of the School• Take responsible action to bring improvement for others as well as themselves• Discuss issues of concern, seeking resolution• Present a persuasive case for action• Propose practical ways forward• Try to influence others, negotiating and balancing diverse views
Resourceful Thinking	<ul style="list-style-type: none">• Think creatively by generating and exploring relevant ideas, and making original connections• Find links and see relationships• Explore & experiment with resources and materials• Ask 'why', 'how' and 'what if' questions• Apply imaginative thinking to solve a problem• Try different ways to tackle a problem• Work with others to find imaginative solutions and outcomes that are of value

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Reflective Learning	<ul style="list-style-type: none">• Evaluate their strengths and limitations as learners• Review their work and act on outcomes• Set themselves realistic goals and criteria for success• Monitor their own performance and progress• Invite feedback and deal positively with praise, setbacks & criticism.• Make changes to improve their learning• Communicate their learning in relevant ways to different audiences
Independent Enquiry	<ul style="list-style-type: none">• Gather, process and evaluate information in their investigations• Plan what to do and how to go about it• Draw conclusions and evaluate outcomes• Take informed and well-reasoned decisions, recognising that other have different beliefs and attitudes• Use range of techniques to collect and organise information
Team Working	<ul style="list-style-type: none">• Work confidently with others, adapting to different contexts and taking responsibility for their own role• Listen and take account of others' views• Form collaborative relationships, resolving issues and reaching agreed outcomes• Adapt behaviours to suit different roles and situations• Show fairness and consideration towards others

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Reception					
Self management	Effective participation	Resourceful thinking	Reflective learning	Independent enquiry	Team working
<p>Dress and undress independently and manage own personal hygiene.</p> <p>Select and use activities and resources independently.</p> <p>Cope independently with personal hygiene, including washing hands without reminders.</p>	<p>Work as part of a group or class, taking turns and sharing fairly.</p> <p>Show consideration for others' feelings when working together.</p>	<p>Show confidence to initiate ideas, try new activities and speak in a familiar group.</p> <p>Persevere and stay involved, particularly when trying to solve a problem or reach a satisfactory conclusion.</p> <p>Test out own ideas through provision, though not always able to explain their thinking.</p> <p>Are willing to have a go at new experiences.</p> <p>Show tenacity when working on a task; either independently or with others.</p>	<p>Respond to significant experience, showing a range of suitable feelings.</p> <p>Express a range of emotions fluently and appropriately.</p> <p>Show developing awareness of own needs, views and feelings and is sensitive to those of others.</p> <p>Consider the consequences of words and actions for self and others.</p> <p>Take feedback on board and suitably moderate actions and behaviours.</p> <p>Pick out and explain something they have enjoyed.</p>	<p>Work alone in an area of provision or on an adult directed task for appropriate lengths of time.</p> <p>Maintain attention and concentrate.</p> <p>Sit quietly and listen attentively when appropriate, e.g. during story sessions, assembly, talks by visitors etc.</p>	<p>Form good relationships with adults and peers.</p> <p>Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.</p> <p>Understand that others can be expected to respect their needs, views, cultures and beliefs.</p> <p>Take into account the ideas of others.</p>

Learning Essentials

Year 1 and Year 2

Self management	Effective participation	Resourceful thinking	Reflective learning	Independent enquiry	Team working
<p>Think about more than one way to solve a problem.</p> <p>Ask for help if the time is appropriate.</p> <p>Choose and use equipment needed for a set task.</p> <p>Use a variety of strategies to control feelings.</p>	<p>Recognise when they need to talk to someone about a concern and that this can help them.</p> <p>Listen to the point of view of others in a dispute.</p> <p>Suggest a way forward following a dispute.</p>	<p>Think of own ideas once given a starting point.</p> <p>Play, observe and experiment to find things out.</p> <p>Have a go at something new.</p> <p>Leave an activity and go back if it takes a long time to solve.</p> <p>Generate questions linked to learning challenge.</p>	<p>Know and understand what they do well.</p> <p>Understand what they need to do next to improve.</p> <p>Recognise where work could have been done better.</p> <p>Know what helps them learn well.</p> <p>Tell others why they enjoy a task.</p> <p>Pick the best time to talk to someone.</p>	<p>Use all senses to gather information about what is being investigated.</p> <p>Ask sensible questions about their work.</p> <p>Take enough time to make sense of a problem that is presented.</p>	<p>Work collaboratively in a group; taking turns.</p> <p>Happy both to lead and to be directed by others.</p> <p>Enjoy collaborative tasks.</p> <p>Prepared to listen to the ideas of others without interrupting them.</p> <p>Consider views of all group members during discussions.</p>

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Year 3 and Year 4

Self management	Effective participation	Resourceful thinking	Reflective learning	Independent enquiry	Team working
Enjoy taking responsibility.	Persuade others to accept a proposal even though others may not at first agree with the suggestion.	Ask questions to check understanding.	Understand the factors that stop them from learning effectively.	Understand basics of cause and effect.	Take on a specific allocated role in a group.
Enjoy challenges, especially open-ended or deeper-thinking ones.	Know how to make an idea even better.	Have a go at something that may not work.	Can say who or what helps them learn and how and why.	Devise sensible questions to ask different people.	Work harmoniously and constructively with others in a joint activity.
Prioritise tasks.	Know that their ideas can help other people.	Generate questions to link ideas related to topic.	Gauge when a task has been completed to the best of their ability.	Show work in different ways (e.g. mind mapping) to represent thinking.	Respect and tolerate the values and beliefs of others within a joint activity.
Work within time frame.	Able to put their points across.	Tenacious when things get difficult.	Value feedback that will help them improve their learning.	Follow up a question to gain clarification.	Communicate capably as team members so as to convince others of their point of view.
Not put off by change.	Always prepared to listen to the points made by others (including opposing views).	Keep emotions in check when tasks get tough.	Review their learning and ponder what will help make them more effective as learners.	Use more than one piece of evidence to support their findings.	Give feedback to others in group on their performance.
	Show empathy.				Work readily in different teams.
					Keep focused on a task and avoid distractions.
					Will get on with a task without any need to be reminded what to do.

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Year 5 and Year 6

Self management	Effective participation	Resourceful thinking	Reflective learning	Independent enquiry	Team working
Recognise risks that may be involved when tackling work.	When making suggestions, can break down practical ideas into manageable steps.	Always prepared to explore more than the first possible solution to a problem.	Accept different types of feedback and learn from it.	Recognise that sometimes you need expertise from others to help solve a problem.	Able to take on a range of roles within the group.
Able to assess risk and make sensible decisions.	Act as an advocate for views and beliefs that may differ from their own.	Link ideas from different topic areas to solve problems and present findings.	Explain & discuss in different ways what they have learnt from others.	Use feedback from a range of sources to help solve a problem.	Accept constructive criticism from others in their group to enable them to improve their performance.
Cope well with additional pressure.	Prepared to discuss and debate issues until a sensible compromise is reached.	Persevere even when the solution is not readily available.	Make good use of time to reflect on what they have learnt.	Show that they are confident enough to plan clear steps to take to improve their learning.	Share a working environment with others and respect their varying needs.
Organise things well, including resources and others, when working independently.	Able to act as ambassador for class/school etc.	Understand the difference between a task that is too difficult and one that requires them to think more deeply.	Identify strengths and weaknesses in their work, and give reasons.	Give more than one reason to support an argument.	When suggesting ideas, can break them down into manageable steps suited to others in the group
Confident and capable when allowed to organise their own time and space.	Act as a 'buddy' or mediator.	Aware that solutions can depend on an understanding of other issues.	Take account of others' viewpoints when considering success.	Understand that attitude and behaviour can affect learning, and are prepared to adjust.	Able to work with dispositions, views and beliefs that differ from their own
		Generate questions which promote higher order thinking.	Weigh the strength of different reasons to support an argument.		Eager to discuss conflicting issues fairly to reach an agreement that enables the group to move on
		Know the difference between sensible risks and fool-hardy risks.			