

## Learning Essentials

### Behaviours for Learning

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

## Learning Essentials

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

# Learning Essentials

## Reception

**Self  
management**

**Effective  
participation**

**Resourceful  
thinking**

**Reflective  
learning**

**Independent  
enquiry**

**Team  
working**

[Type here]

## Learning Essentials

<p>Dress and undress independently and manage own personal hygiene.</p>	<p>Work as part of a group or class, taking turns and sharing fairly.</p>	<p>Show confidence to initiate ideas, try new activities and speak in a familiar group.</p>	<p>Respond to significant experience, showing a range of suitable feelings.</p>	<p>Work alone in an area of provision or on an adult directed task for appropriate lengths of time.</p>	<p>Form good relationships with adults and peers.</p>
<p>Select and use activities and resources independently.</p>	<p>Show consideration for others' feelings when working together.</p>	<p>Persevere and stay involved, particularly when trying to solve a problem or reach a satisfactory conclusion.</p>	<p>Express a range of emotions fluently and appropriately.</p>	<p>Maintain attention and concentrate.</p>	<p>Understand that people have different needs,</p>
<p>Cope independently with personal hygiene, including washing hands without reminders.</p>		<p>Test out own ideas through provision, though not always able to explain their thinking.</p>	<p>Show developing awareness of own needs, views and feelings and is sensitive to those of others.</p>	<p>Sit quietly and listen attentively when appropriate, e.g. during story sessions, assembly, talks by visitors etc.</p>	<p>views, cultures and beliefs that need to be treated with respect.</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>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>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

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>

# Learning Essentials

## Year 3 and Year 4

**Self  
management**

**Effective  
participation**

**Resourceful  
thinking**

**Reflective  
learning**

**Independent  
enquiry**

**Team  
working**

[Type here]

## Learning Essentials

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 opened 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.

# Learning Essentials

## Year 5 and Year 6

**Self  
management**

**Effective  
participation**

**Resourceful  
thinking**

**Reflective  
learning**

**Independent  
enquiry**

**Team  
working**

[Type here]

## Learning Essentials

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