

PURPOSE

The purpose of focusing on learning behaviours is to support pupils in becoming successful independent learners.

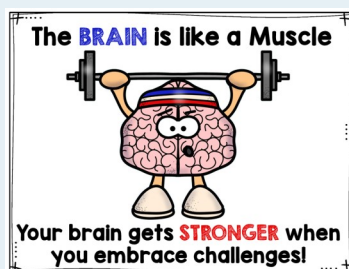
One of the key drivers within our school curriculum is that children develop skills for learning.

Opportunities to develop these skills are incorporated across the curriculums so that children are able to make greater learning gains.

In order to achieve the highest possible outcomes for all learners, pupils must understand that learning is a process not just an outcome on a test.

This ethos is shared and promoted across the school community.

This understanding allows the community to use a language that empowers learning.

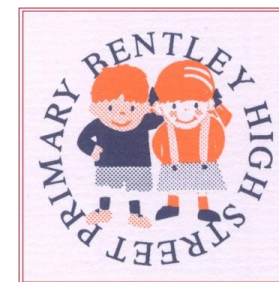


You can find out more information
on our school website:

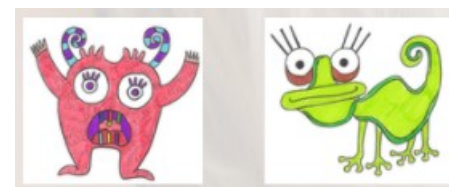
[www.bentleyhighstreet.co.uk/
learningcharacteristics](http://www.bentleyhighstreet.co.uk/learningcharacteristics)

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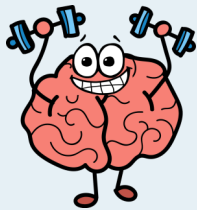


Our learning characteristics



At Bentley High Street, we believe in celebrating excellent learning as well as achievement.

It was once thought that intelligence was fixed and each person had a certain amount of intelligence but this idea has now changed. Leading professionals, such as Professor Guy Claxton and Professor Carol Dweck, state that intelligence is not fixed but can be expanded, and just as you exercise physical muscles to make them grow, you need to exercise your "learning muscles".



Within the school, children and staff have created characters to represent different learning skills.

The skills focused upon are personalised to our school and were identified when considering the learning barriers faced by our vulnerable pupils. These identified barriers are:

- Lack of motivation
- Low self-esteem
- Difficulties with concentration
- Barriers in their ability to communicate
- Lack of independence
- Peer pressure

Motivated Monty

Motivation, resilience and commitment.

- Being able to bounce back quickly without causing stress.
- Never getting distracted and persevering with their learning, showing good 'stickability'.
- Engage actively with issues that affect them and those around them.
- Play a full part in the life of the school
- Never giving up and striving to achieve



Independent Iris

Self awareness

- Self awareness having a clear perception of your personality. Children understand their own strengths and weaknesses
- Children take responsibility for their own learning
- Plan what to do and how to go about it
- 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



Communicating Cosmo

Oracy, teamwork and showing empathy

- Being able to work confidently with others
- Being able to effectively communicate their ideas and understanding
- 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
- 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

Questioning Queenie

Problem solving and analytical

- The ability to make decisions and solve problems.
- Willing and able to learn from their experiences and understand where they have gone right and wrong and what to do next.
- Gather, process and evaluate information in their investigations
- 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

