Bentley High Street Primary School

Learning Pedagogy

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.

This document supports the progression of developmental learning pedagogy across so that each year pupils can consolidate and improve their skills in learning. In each year group, 'key assessment criteria' has been created in order to support pupil understanding.

Key

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

The skills we focus on aim to combat these barriers and to be promoted in an accessible way for all families

Skills for Learning

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
	Respond positively to change
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
Independent Iris (self awareness)	Self awareness having a 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
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

Key Assessment Criteria

Motivated Monty

(motivation, resilience and commitment)

As a foundation resilient learner	As a year 1 resilient learner	As a year 2 resilient learner	As a year 3 resilient learner
I can dress and undress independently I can manage my personal hygiene including handwashing I am happy to have a go at some new things.	I am happy to have a go at something new or even when something is hard. I am able to set myself a target or goal	I can use a range of strategies to control feelings. I do not allow myself to get easily distracted I keep going when I find something hard and others seem to find it easy	I enjoy taking responsibility I can work in a time frame I can carry on even when there are changes I can set and review my own targets I understand who helps me learn and why I can use a range of strategies to control my feelings

As a Year 4 resilient learner	As a year 5 resilient learner	As a year 6 resilient learner
I enjoy challenges, especially open-ended or deeper thinking ones I can priories what I need to do first. I enjoy taking responsibility I can organise my time and resources I am not put off my change or challenge	I recognise what might go wrong when undertaking learning tasks I can organise things well, including resources and others when working independently I understand how I can learn from my mistakes I can use success criteria to check how successful a task has been. I am able to keep trying when I cannot find a solution	I am able to assess risk and make sensible decisions I cope well with pressure I am confident and capable when organising my task, resources and time. I can apply a range of strategies to solve problems

Communicating Cosmo

(oracy, teamwork and showing empathy)

As a foundation communicator	As a year 1 communicator	As a year 2 communicator	As a year 3 communicator
I work as part of a group or class I can take turns and share I show care for others feelings when working together I form good relationships with adults and peers I know that people have different needs and should be treated with respect I can say how I feel	I know when I need to talk to someone about a concerns and this can help me I am happy to listen to other people's point of view I can listen to instructions and follow them I can work collaboratively in a group and take turns I am happy to engage in collaborative tasks I can listen to people without interrupting I am happy to share my ideas.	I can explain why others may feel unhappy or sad I can suggest a way forward when I have fallen out with someone I am happy to lead and be directed by others I consider the views of group members in discussions I am happy to discuss my learning with others in the class I can help other people with their learning I am happy to follow instructions given by another team member	I know how to make an idea even better and I am willing to try. I can explain my point of view to different people I am always prepared to listen to the points made by others even when they disagree with me I show people that I understand their feelings I can listen to and follow instructions independently I can work with a rnage of people in joint activities I can make sure that everyone takes turns when speaking I listen to people and can discuss their ideas

As a Year 4 communicator	As a year 5 communicator	As a year 6 communicator
I am happy to take on a specific allocated role in a group I respect and tolerate the beliefs and values of other people in a group	I can take on a range of roles within a group I can accept feedback from others in a group and can use this to improve	I appreciate that feelings change over time and I can cope with it.

I can communicate as part of a team and can try to convince people of my point of view I except that people may have an opinion that is different to mine	I can share a working environment with others and respect that people may need different things I can help to motivate others I understand differences of opinions and an respond positively.	I can empathise with others, appreciating that different people react in different ways to certain situations I can act as an advocate for views and beliefs that may be different to mine I show maturity when dealing with disputes I can be a good role model for learning behaviour I can cope with criticism and learn from it I can break suggestions down into manageable steps when working in a group. I am able to work well with people who have different ideas to my own I am able to discuss issues to reach an agreement that enables a group to move on I make the most of others strengths when organising my work. I can explain my ideas to a range of audiences in a variety of contexts.

Independent Iris

(self awareness)

As a foundation independent learner	As a year 1 independent learner	As a year 2 independent learner	As a year 3 independent learner
I can select and use activities and resources independently I am beginning to know what I am good at.	I can ask for help if the time is appropriate I can choose and use equipment needed for a set task	I can use a range of strategies to control my feelings I know what I am good at and when I might need help.	I will get on with a task without any need to be reminded what to do I know what I am skilled at and when I need help to improve

	I can tell when something is likely to upset me	I can set and review my own targets	I have a go at something before asking for help. I am able to judge the quality of my work

As a Year 4 independent learner	As a year 5 independent learner	As a year 6 independent learner
I am able to select and choose appropriate resources I know situations that may make me angry or upset I know what I am good at and precise aspects of how I need to improve.	I am aware of my own success and targets for improvement. I can assess my learning well. I can prevent myself from getting angry or upset by changing situations I know when to seek help and guidance I can try challenges independently and know a range of strategies for when I get stuck	I am able to control my own mood swings I am able to effectively assess the quality of my learning and set targets for improvement. I can act on feedback from myself and others. I can manage my own learning and effectively choose how best to present my learning

Reflective and creative thinking- Questioning Queenie

As a foundation questioner	As a year 1 questioner	As a year 2 questioner	As a year 3 questioner
I can generate questions linked to my learning I can use 'how' and 'why' when trying to find things out I can stay involved when trying to solve a problem I am starting to test my own ideas I use my imagination in role play	I can generate useful questions linked to my learning I work independently and reach a conclusion without referring to my teacher I can play, observe and experiment to find things out I can use my imagination when trying things out	I make suggestions about ways to look at a range of problems. I can make some connections to some previous work I can see the relationship between things and explain ideas to others When I have solved a problem, I am able to suggest a similar problem for a partner I can leave an activity and go back to it, if it takes a while to solve.	I can prioritise my questions linked to my learning. I recognise that sometimes you need help to solve problem I am beginning to apply some organisation when problem solving I can try something that may not work. I can use my imagination to improvise

		I can use my imagination to generate ideas	I can think of different ideas and possibilities. I can improve my learning by imitating others

As a Year 4 questioner	As a year 5 questioner	As a year 6 questioner
I can select questions linked to my learning to form an enquiry I can ask questions purposefully to check my understanding I can organise information I can draw inferences and make deductions from some sources I can give alternative solutions or explanations I recognise when you need expertise from others to help solve problems I can plan a longer activity, breaking it into a manageable number of steps	I can use information from a range of sources to help solve a problem I can solve problems and investigations from a range of context including using logical thinking I can link ideas from different learning challenges to solve problems I am happy to keep trying when the solution is not readily available I know the difference between a task that is too difficult and one that requires me to think more carefully I can judge risks and know what is sensible	I present a concise, reasoned proof suing, symbols diagrams, graphs and related explanatory text. I can follow my own lines of enquiry based on my own questions and predictions I can use correct logical arguments that has a chain of reasoning to it and use phrases such as 'because' and 'therefore' I can explore more than the first solution I think of I can generate questions that promote higher order thinking

Links between learning Characteristics and the Early Years Foundation Stage Curriculum

P&E – Playing and exploring AL – Active learning C&TC – Creating and thinking critically	
Questioning Queenie	Motivated Monty
Links with characteristics of effective learning: P&E Finding out and exploring Showing curiosity about objects, events and people Using senses to explore the world around them Engaging in open-ended activity Showing particular interests	Links with characteristics of effective learning: P&E: Finding out and exploring Showing curiosity about objects, events and people Using senses to explore the world around them Engaging in open-ended activity Showing particular interests

C&TC: Making links Testing their ideas Choosing ways to do things Planning, making decisions about how to approach a task, solve a problem and reach a goal Checking how well their activities are going Changing strategy as needed • Reviewing how well the approach worked	Being willing to 'have a go' Initiating activities Seeking challenge Showing a 'can do' attitude Taking a risk, engaging in new experiences, and learning by trial and error **AL:** Enjoying achieving what they set out to do Showing satisfaction in meeting their own goals Being proud of how they accomplished something – not just the end result Enjoying meeting challenges for their own sake rather than external rewards or praise Persisting with activity when challenges occur Showing a belief that more effort or a different approach will pay off Bouncing back after difficulties
Communicating Cosmo	Independent Iris
Links with characteristics of effective learning: **P&E:** Playing with what they know Acting out experiences with other people **C&CT** Making links Making links and noticing patterns in their experience Making predictions Developing ideas of grouping, sequences, cause and effect	Links with characteristics of effective learning: **C&TC:** Having their own ideas Thinking of ideas Finding ways to solve problems Finding new ways to do things **P&E** Playing with what they know Pretending objects are things from their experience Representing their experiences in play Taking on a role in their play **AL:** Being involved and concentrating Maintaining focus on their activity for a period of time Showing high levels of energy, fascination Not easily distracted Paying attention to details

Strategies for Teachers to develop skills

Motivated Monty (motivation, resilience and commitment)	Praise effort and enthusiasm
	Role-model high energy and a thirst for learning
	Develop prompts for what to do when learners get stuck
	Help learners to be flexible when priorities change
	Reinforce that having to try hard in learning is not symptomatic of a lack of ability
	Teachers being prepared to share times when they found learning hard;
	Set slightly difficult activities which learners may have to struggle with
	Point out when learners are enjoying their learning and help them capture how it feels; Invite learners to mind map what distracts them from their learning;
	Create 'I can' classroom environments
	Encourage learners to work out goals showing initiative, commitment and perseverance
	Consciously build in small steps to break down their learning
	Use questions such as 'What did you find tricky?' or 'Why did you find that easy?' or 'What could I have done to have made learning easier for you today?'
	Work at improving learners' self-esteem so that they feel positive about learning;
	Create 'special boards' and (with younger learners) special badges to celebrate success; Create a session where learners have to respond quickly to statements such as: 'I am fantastic at…' or 'I like Harry because…'.
Communicating Cosmo (oracy, teamwork and showing empathy)	Develop purposeful and structured opportunities for talk
	Promote sentence stems to support pupils explaining their ideas or engaging in collaborative learning
	Plan for meaningful opportunities for collaborative learning
	Develop rules for turn taking
	Find different ways for learners to disseminate information after group discussion, e.g. envoy system;
	Coach learners the art of good listening;
	Discuss how we all 'soak up' other people's skills and ideas;
	Help learners to adapt behaviour to suit different roles and situations;
	Provide learners with the skills to help them reach agreements and manage discussions to achieve results.
	Get learners to develop codes of conduct for working in groups;
	Divide the class into research teams, each having to find part of the answer;
	Use '*Rainbow Technique' for disseminating information from group to the whole class;

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	Coach learners the art of good listening;
	Discuss how we all 'soak up' other people's skills and ideas;
Independent Iris (self awareness)	Allow children to have autonomy over aspects of their learning
	Allow children to lead the focus of enquiry studies.
	Encourage all children to have a go and to develop plans of action for when they need support
	Encourage learners to think of questions that they would want to investigate when their learning challenges are being planned;
	Allow children to select from a range of resources
	Encourage children to choose how they present their learning.
	Encourage self reflection and analysis
Questioning Queenie (problem solving and analytical)	Recognise and reward good questions as well as good answers
	Encouragement of imaginative play to try out ideas
	Problems organised within the provision
	Encourage phrases like 'Why did..'; 'What if..'; 'How might..';
	Dedicate a board for 'Why do..' and 'What if..' type questions;
	Try and encourage learners to be creative with a range of resources;
	Use 'could be..' language;
	Create scenarios for pupils to visualise or mentally rehearse;
	Encourage learners to expand their research skills
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	Use 'could be..' language;
	Create scenarios for pupils to visualise or mentally rehearse;
	Encourage learners to expand their research skills;
	Encourage learners to think of different ways to present their learning;
	Help learners to recognise how they learn best and help them cope with different methodologies;
	Encourage learners to think of questions that they would want to investigate when their learning challenges are being planned;
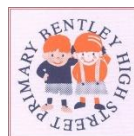
Pupil Reflection

Name: Date:

Can you think of times when you have shown evidence?

	What did you do and why?	Target
Motivated Monty (motivated and resilience)		
Communicating Cosmo (oracy, collaboration and participation)		
Independent Iris		
Questioning Queenie		

	learning pedagogy analysis		
Name	Year	Class	Date
Name of character	How did I demonstrate that I am motivated, resilient and committed?		What do I need to do to become even better?
Motivated Monty (motivation, resilience and commitment)			

learning pedagogy analysis

Name	Year	Class	Date
Name of character	How did I demonstrate that I am good at oracy, teamwork and showing empathy?		What do I need to do to become even better?
Communicating Cosmo (oracy, teamwork and showing empathy)			

learning pedagogy analysis

Name	Year	Class		Date
Name of character	How did I demonstrate that I am good at independence?			What do I need to do to become even better?
Independent Iris (self awareness)				

learning pedagogy analysis

Name	Year	Class		Date
Name of character	How did I demonstrate that I am good at asking questions, problem solving and analysis?			What do I need to do to become even better?
Questioning Queenie (problem solving and analytical)				