

What is an outstanding learner?



During this session, we will cover:

- the reasons for developing learning behaviours.
- the different outstanding learning behaviours we teach at Cleves and what these look like.
- how we teach the learning behaviours.
- the termly report card and number system.
- any questions.

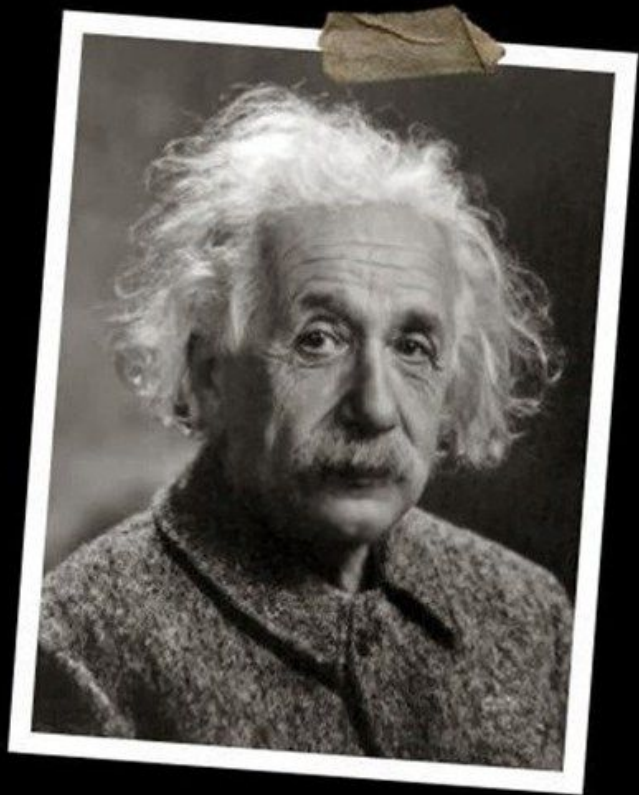


Why do we teach pupils about learning behaviours?



- Essential, life-long skills
- Can be used in any context - both in and out of school
- Knowledge is very accessible today (e.g Google searches/websites) - pupils need to know *how* to use that knowledge
- Streamlined previous practice (5Rs/ Key skills/ Multiple Intelligences)

**"Education is not
the learning of
facts, but the
training of the mind
to think."
-Albert Einstein**



Outstanding Learners at Cleves are:

- Self Managers
- Effective Participants
- Creative Thinkers
- Team Workers
- Independent Enquirers
- Reflective Learners



Self Managers:

- take responsibility for the choices they make and the way they behave.
- look after their belongings and are organised - have the correct equipment and hand in HW/reading records etc on time.
- settle down to an activity quickly and work to finish it - maximise their learning time.



Self-Managers:

- are resilient - they don't give up if the work is tricky - they persevere and also know when they need to ask for help.
- consider ways to get 'unstuck'.

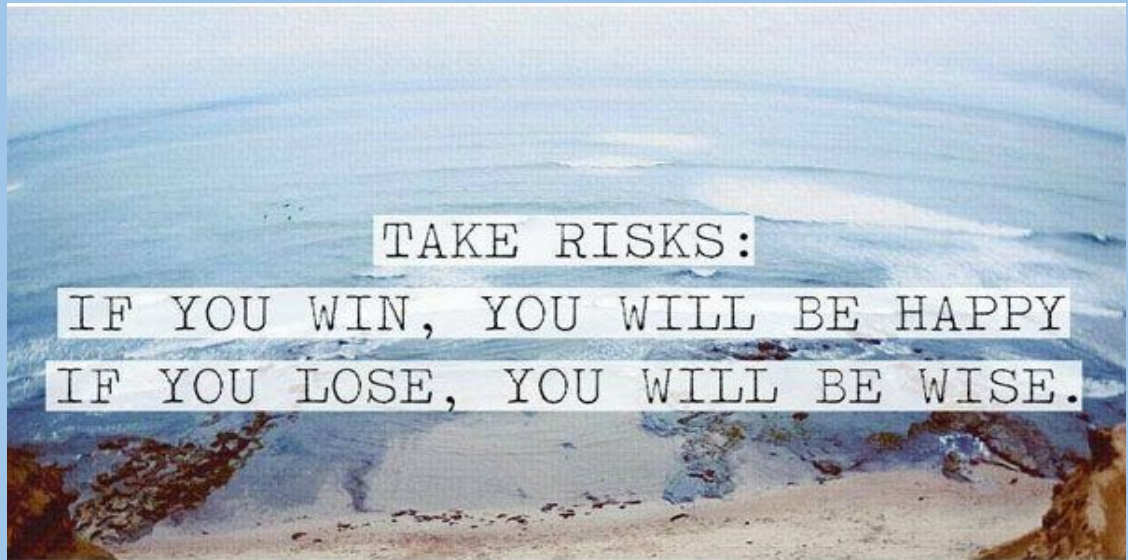


Effective Participants:



- actively engage in lessons.
- listen carefully to what other people say and ask them questions to show they understand.
- are prepared to take a risk and volunteer their ideas/answer questions.
- are willing to 'have a go', even if they're unsure.
- are prepared to 'get things wrong' and learn from it - to not always get the right answer the first time.

**Great things
never came
from comfort
zones.**



TAKE RISKS:

**IF YOU WIN, YOU WILL BE HAPPY
IF YOU LOSE, YOU WILL BE WISE.**



Creative Thinkers:



- can present their work in different ways
- are willing to learn in a variety of ways
- use their imagination to make their work original
 - try to 'think outside the box'
- consider different ways to approach a task



Team Workers:



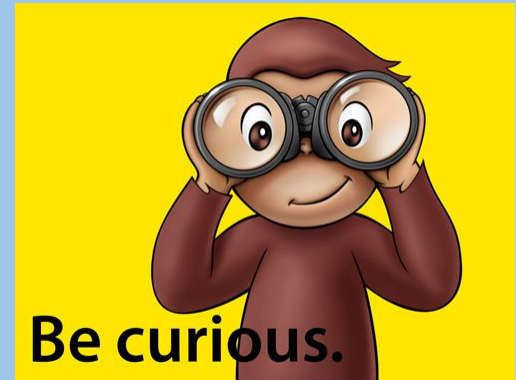
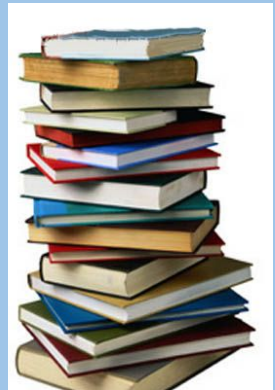
- make sure they actively participate as part of the group and don't sit back.
- carefully listen to other people's contributions and respect their ideas.
- are prepared to take on different roles during group work e.g not always take the lead/ put themselves forward.
- work with others to solve problems.



Independent Enquirers:



- have the confidence to work independently.
- are interested in learning more.
- can use a range of research skills and resources to find out more.



Reflective Learners:

- can talk about their learning and the decisions they have made.
- can identify what they and their peers have done well and what they need to improve.
- respond to feedback and use it to improve their work e.g current piece and future pieces of work.
- demonstrate joined up thinking and make connections.



WHAT WENT
WELL
AND
EVEN
BETTER IF

A close-up photograph of a hand using a red marker to edit a printed document. The hand is positioned at the bottom right, with the red marker tip touching the text. The text on the document is partially visible and includes the words 'breakfast, sitting under the huge green', 'en set up outside the café on the upper', 'the morning, the sun already blazing', and 'the scent of river'. A red circle is drawn around the word 'sitting', and the word 'was' is written in red ink above the word 'the' in the third line. A red arrow points from the word 'was' down to the word 'the'.



How do we teach pupils the learning behaviours?



- whole school assembly to introduce these
- integral part of lessons
- learning behaviour focus in every lesson
- discussion with pupils as to what this looks like
- displayed in every classroom
- outstanding learning stickers awarded to pupils

The termly report & number system

- aimed to provide feedback on pupils' learning behaviours - their strengths and areas for development
- discussion point at Parent Consultation day
- each term, previous scores are referred to in order to track progress (within a year)



The termly report & number system

- when pupils move year groups, a fresh judgement is made.
- Criteria for each statement in each year group may differ as children mature and expectations and training develop



Team Worker Assembly

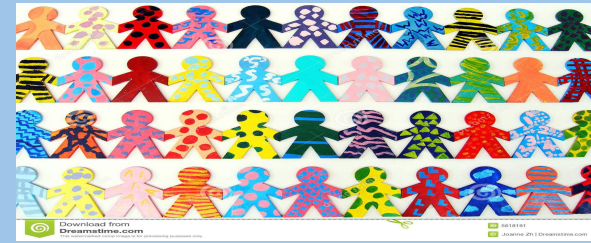
This is an example of a few slides that were shared with the children during a whole school assembly to discuss the purpose & benefits of good team work.

Team Workers

- You make sure you actively participate as part of the group and don't sit back.
- Share your ideas
- Encourage others
- Ask questions
- Be responsible
- Celebrate success



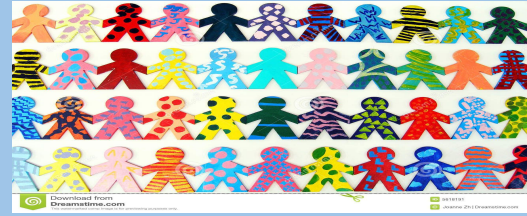
Team Workers



- You carefully listen to other people's contributions and respect their ideas.
- Have an open mind
- Be prepared to change your opinion
- Accept someone else's better idea
- Disagree - politely



Team Workers



- You are prepared to take on different roles during group work.
- Change the role you take to develop your skills
- Keep other people occupied
- Adopt different positions - physically
- Have a 'we' attitude, not a 'me' attitude.



Good Team Workers.....



- Innovate
- Work smarter and finish sooner
- Produce better work
- Feel a sense of pride
- Make new friends
- Have fun!!!



LO: To identify the features of a playscript



I can:

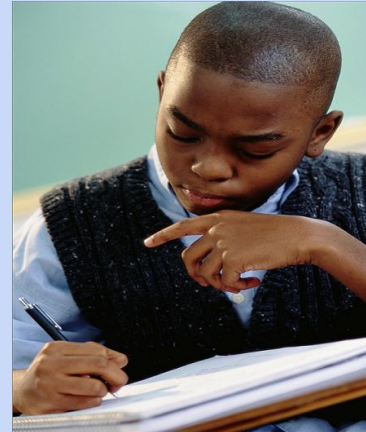
- Find the main features and underline them
- Colour code my key to match the features with examples in the playscript

reflective



We find ways to be better.

How can we be reflective learners?





**Any
questions?**

