

The Learner Learning Entrepreneurs



Overall aim

Developing children's ability to challenge their thought processes ensuring learning at greater depth

Strategic aim	Key tasks	Accountabilities and timescales						Desired impact	Evidence
		T1	T2	T3	T4	T5	T6		
TL1. To develop children's self-awareness as a learner, supporting them to understand and evaluate their preferred learning approach/disposition, so they are able to embrace all learning opportunities	a) PDM to embed understanding of preferred learning approach/dispositions and ways to develop children's own understanding			CD/KB /GP				<p>Children will speak confidently about their preferred learning approach. Children will be able to tell staff and their peers how they learn best and give an example of this. Through the inquiry process children can articulate how they help determine the course of their own learning, which learning approach they have used and how they benefit from this. Children will show resilience to all learning experiences and articulate how they have approached their learning. Peer and self-assessment will be integral to the child's development as a learner. Children will become curious and self-reliant learners.</p>	<ul style="list-style-type: none"> • Feed forward walls in classrooms • Learning environments showing vocabulary needed to express learning styles • Pupil voice • Examples of learning in books • Monitoring schedule • Medium Term Plans to show the different learning opportunities provided • Self and peer assessment in books
	b) Vocabulary of learning disposition and metacognition to be readily available to children through classroom displays and classroom talk	All staff							
	c) All classrooms to display Metacognition Lightbulb and Learning Dispositions	All staff							
	d) Planning to indicate key dispositions being developed	All staff							
	e) Develop a documented progression of key thinking skills			CD/KB /GP					
	f) Teachers to provide opportunities for a wide	All staff							

	<p>range of different learning opportunities, especially through the inquiry cycle</p> <p>g) Children to self and peer assess a piece of learning each week, commenting on their own or others' learning approach or dispositions</p> <p>h) Peer/self-assessment section of Feedback Marking Policy to be updated to include comments on learning approaches</p> <p>i) Children across the school to embed the use of post-it notes to reflect on their thinking</p>	All staff								
		CD			All staff					
TL2. To support children to be proactive in setting their own achievable personal targets to improve their physical and mental well-being	<p>a) PDM to introduce the concept of 'Feedforward' learning walls in the classroom</p> <p>b) Feed Forward learning walls to be set up in all classrooms developing a whole school approach</p> <p>c) Time is regularly set aside for children to create and reflect on their targets by themselves and with their peers</p> <p>d) PSHE curriculum to be updated to include links to well-being, mental</p>			CD/KB /GP						
				All staff						
		All staff								
			YC/CK							
								Children will be able to confidently express their personal targets and describe how they plan to achieve them. Children will have a stronger awareness of the link between physical and mental health and well-being. Children can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. Children's well-being will	<ul style="list-style-type: none"> • Feedforward walls • Pupil voice • PHSE Curriculum • Children's behaviour and attitudes towards their learning • Learning walks • Website/twitter shows evidence of children setting and reflecting on targets • Feedback from parents 	

	<p>e) health and mindfulness Whole school approach to Mindfulness to be developed with key daily activities set up</p> <p>f) Children, supported by teachers, to share their personal targets with their parents at Parents' Evenings</p>			SP/YC/CK	→				improve and consequently there will be greater evidence of engaged learners throughout the school.	
TL3. To ensure children are learning at greater depth and are able to explain and apply their knowledge, skills and understanding	<p>a) PDM/INSET session to develop understanding of 'Learning at Greater Depth' or the Mastery Learning Approach</p> <p>b) Medium term plans to focus on 'Backward Design' towards the outcomes through the Inquiry Cycle</p> <p>c) Planning to incorporate opportunities for consolidation of learning</p> <p>d) Teachers to identify different learning approaches and methods to ensure all children are able to become secure with their conceptual understanding</p> <p>e) AfL to focus on identifying misconceptions and inform planning which to clearly identifies focus teaching points</p> <p>f) Maths and English</p>	SP/GP/KB							<p>All staff will have a greater understanding of 'Learning at Greater Depth' and be able to plan and teach to ensure the majority of the cohort moves on together. AfL will identify any gaps or misconceptions and targeted interventions will be used effectively to correct understanding. Children will be secure in their conceptual understanding and be able to apply their knowledge and skills in a variety of contexts. Children will be aware of their personal approach to learning and how best to tackle any difficulties. Cross curricular teaching will provide opportunities to embed maths and English skills. Support staff will be well trained and able to support children confidently.</p>	<ul style="list-style-type: none"> • PDM Schedule and slides • Medium term and weekly planning • Curriculum Framework and units of learning • Maths and English curriculum documentation • Support Staff training programme

	<p>Curriculum to be reviewed and evaluated to ensure clear progression and that time is built in for application of knowledge, skills and understanding</p> <p>g) Skills of English and Maths to be embedded throughout the curriculum</p> <p>h) Provide training for TAs to ensure they are equipped to 'pre-teach' key skills to key children</p>	All Staff	DH/AG JC/KB						
			CD/HB /CK/ GP	→					
TL4. To enable children to strengthen their ability to make connections across subjects, the whole curriculum, the community, and the wider world	<p>a) Curriculum to be reviewed and updated to ensure a strong focus on cross curricular learning within of units</p> <p>b) Children to be provided with opportunities to express how they think they would best learn about a given unit of learning</p> <p>c) Teachers to ensure cross curricular lessons are planned and taught incorporating pupil voice</p> <p>d) Whole school projects to be planned to include clear cross curricular connections and a focus on learning</p>	Curric. team		→					
		All staff						→	Children to be able to articulate the link between how understanding their approach to learning will support them in making the right choices when facing the world of work.
		All staff						→	Children to explain learning experiences across all areas of the curriculum explain how their learning dispositions have fitted in with this.
		SLT/ Curric. team							Children to explain how they use their learning skills in all areas of the curriculum.
									<ul style="list-style-type: none"> • Language used by children • Pupil voice • MTP

	<p>approaches and dispositions</p> <p>e) Organise a careers week to enlighten children to different opportunities and possibilities and challenge stereotypes</p>					LW/FB			
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