

LEARNING TO LEARN SKILLS EXPLAINED

1
Reflective

Planning, revising, reviewing

2
Relationships

Collaboration, empathy, listening

3
Resilient

Managing distractions, 'stickability'

4
Resourceful

Questioning, imagining, making links

5
Risk Taking

Having a go, not scared of being wrong

Reflective

Bronze	Silver	Gold
<ul style="list-style-type: none"> ● With help from a teacher, I review my own work and identify what I have done well. ● I help to set my own targets. ● I talk about how well I think I have done in lessons. ● I deal positively with praise, but sometimes get frustrated with setbacks and criticism. ● I tell someone when I have problems in doing my work. ● I am starting to know how I prefer to show people what I have learned. 	<ul style="list-style-type: none"> ● I review my own work and identify what I have done well. ● With help, I can suggest how to improve my work. ● I help to set my own targets ● I listen and act on advice about what I have to do to meet my targets. ● With help, I review my own progress in lessons. ● I listen to feedback and deal positively with praise, setbacks and criticism. ● I talk about my feelings when asked about my work. ● I communicate my learning in different ways when it is suggested. 	<ul style="list-style-type: none"> ● I review my own work and identify what I have done well and what I can do to improve it. ● I set my own targets and know what I have to do to meet them. ● I review my own progress in lessons. ● I ask for feedback and deal positively with praise, setbacks and criticism. ● I talk about my feelings when I succeed or find problems in my work. ● I communicate my learning in different ways for different audiences.

Relationships

Bronze	Silver	Gold
<ul style="list-style-type: none"> • I work with teams when asked. • I reach agreements. • I am beginning to change my behaviour to suit different roles and situations. • I try to be fair to others. • I take responsibility for jobs I have been asked to do. • I try to give constructive support to others. • I recognise similarities between myself and other people. • I listen to other people. • I recognise feelings and behaviour of others. • I know that some people think differently to me. • I recognise the feelings of others. • I can spot the causes of other people's feelings. 	<ul style="list-style-type: none"> • I work with others towards goals that have been suggested. • I reach agreements and I am beginning to manage discussions. • When reminded, I change my behaviour to suit different roles and situations. • I show fairness and consideration to others. • I take responsibility and am becoming more confident. • I give constructive support and feedback to others. • I recognise similarities and differences between myself and other people. • I take an interest in, watch and listen to other people. • I recognise and am beginning to label the feelings and behaviour of others. • I try to understand the point of view of another person. • I recognise the thoughts and feelings of others. • I can spot the causes of other people's emotions and actions. 	<ul style="list-style-type: none"> • I team up with others to work towards goals we agree through discussion. • I reach agreements and manage discussions. • I adapt my behaviour to suit different roles and situations. • I show fairness and consideration to others. • I take responsibility, showing confidence in my own beliefs • I give constructive support and feedback to others in a sensitive way. • I recognise similarities and differences between myself and other people and use this to help me take part in teams. • I take an interest in, watch and listen to other people. • I recognise and describe the feelings and behaviour of others. • I always try to understand the point of view of another person. • I recognise and anticipate the thoughts and feelings of others. • I can spot the causes of other people's emotions and actions, taking account of my knowledge of the person involved.

Resilience

Bronze	Silver	Gold
<ul style="list-style-type: none"> • I work well for rewards. • I carry out activities when asked. • With help I recognise my achievements. • I keep focused on a task that interests me. • I use the resources I have been given to complete a task. • I work well when given work that I enjoy. • I manage distractions when helped by a teacher. 	<ul style="list-style-type: none"> • I keep going with an activity for the pleasure it provides, sometimes also for reward. • I carry out an activity to reach an outcome a teacher has helped me with. • I carry out an activity for the satisfaction of having created or learned something. • I recognise my achievements in some areas. • I keep focused, and sustain my attention, sometimes getting slightly distracted. • I use the resources I need to complete a task. • I recognise when I am most motivated. • I manage distractions at school and I am getting better at this whilst doing my homework. 	<ul style="list-style-type: none"> • I keep going with an activity for the pleasure it provides, not for reward. • I carry out an activity to reach an expected outcome. • I plan, carry out and finish an activity for the satisfaction of having created or learned something. • I set my own rewards. • I recognise my achievements and celebrate them. • I keep focused, and sustain my attention, resisting distractions. • I organise the resources I need to complete a task. • I recognise how different learning contexts affect my motivation. • I manage distractions both at school and when doing my homework.

Resourceful

Bronze	Silver	Gold
<ul style="list-style-type: none"> •When asked to, I investigate objects and materials. •I answer relevant questions about why things happen and how things work. •I explore materials. •I answer different types of questions. •I organise information in ways suggested by the teacher. •I follow the steps and strategies for an enquiry. •I have some imaginative ideas. •I discover some connections through play and experimentation. •I explore and experiment with resources and materials. •I ask 'why'? •I try alternative or different approaches if they are suggested. •I respond to ideas, tasks and problems. •I make links between ideas. 	<ul style="list-style-type: none"> • I investigate objects and materials by using the senses suggested by my teacher. •I ask questions about why things happen and how things work. •I explore materials to test others' ideas about cause and effect. •I ask questions and decide how to find out the answers. •I use techniques I am shown to collect and organise information (e.g, listing, grouping, ordering). •I ask and answer different types of questions. •I use a range of data-gathering techniques (e.g, surveys, questionnaires). •I plan the steps for an enquiry. •I draw conclusions. •I respond to imaginative ideas. •I make connections through play and experimentation. •I explore and experiment with resources and materials. •I ask 'why', 'how', 'what if' questions. •I respond to alternative or different approaches. •I respond to ideas, tasks and problems in appropriate, learnt ways. •I respond to imaginative thinking to achieve an objective. •I make connections and see relationships. 	<ul style="list-style-type: none"> • I investigate objects and materials by using all my appropriate senses. •I ask relevant questions about why things happen and how things work. •I explore materials to test my ideas about cause and effect. •I ask different types of questions and decide how to find out the answers. •I choose techniques to collect and organise information (e.g, listing, grouping, ordering). •I ask and answer questions, and select and record information. •I choose a range of data-gathering techniques (e.g, surveys, questionnaires). •I plan the steps and strategies for an enquiry. •I draw conclusions and evaluate outcomes. •I generate imaginative ideas. •I discover and make connections through play and experimentation. •I explore and experiment with resources and materials. •I ask 'why', 'how', 'what if' or unusual questions. •I try alternative or different approaches. •I look at and think about things differently and from others point of view. •I respond to ideas, tasks and problems in amusing ways. •I apply imaginative thinking to achieve an objective. •I make connections and see relationships. •I reflect critically on ideas, actions and outcomes.

RISK TAKING

Bronze	Silver	Gold
<ul style="list-style-type: none"> • I prefer times when there is a clear solution. • I like activities to be achievable in a short space of time. • I prefer it if solutions are easily found. • I think about risks and try to not let this put me off having a go. • I know that it is not a bad thing to get an answer wrong. • I am prepared to put forward my ideas or answers in a small group. 	<ul style="list-style-type: none"> • I prefer clear solutions but I am becoming a better problem solver. • I like short, achievable solutions but I am happy for certain activities to carry forward for a number of days if solution is not clear. • I try to remain patient if solutions are not readily at hand. • I think about risks and, with help, make decisions on the amount of risk involved. • I get a little upset if I am wrong about something, but I am beginning to understand that I can learn from it. • I am prepared to put forward my ideas or answers, sometimes to a larger group. • I sometimes try to think in unusual ways about things that I am interested in. 	<ul style="list-style-type: none"> • I don't mind times when solutions are not always clear. • I am happy for certain activities to carry forward for a number of days if solution is not clear. • I do not get impatient if solutions are not readily at hand. • I think about risks and make decisions on the amount of risk involved. • I know that if I am wrong about something, I can learn from it. • I am prepared to put forward my ideas or answers, even if they are not the same ideas as others. • I try to think in unusual ways, knowing that I have to be careful because this might sometimes take me away from the point of the activity.