



Bosham Primary School Learning Skills

Learning Skills

Through-out the year we have reflected on the strengths of our children as learners and considered what we need to do in-order to equip them for their future. Through our curriculum, we aim to develop the following Learning Skills to aid children's metacognition. These skills are taught throughout the year and are not linked to any particular learning experience or term. We want our children to be: independent, creative, resilient and emotionally intelligent.

We have introduced Learning Skills as a way of helping children to develop metacognition. Metacognition is about understanding how we think and having a greater understanding of ourselves as learners. Studies show that children who are taught to use metacognition strategies are more resilient and more successful both in and out of school.

To develop as learners, children need to make the transition from, "I can't..." to "How can I..." To do that they need to think about why they are stuck, what it is that is causing the frustration and what they need to do to move forward. Our Learning skills will support the children in doing this.

To achieve the greatest impact, our Learning skills will be integrated into lessons and included in a variety of contexts. For example informing, a child who has persevered and solved a difficult maths problem that they are showing persistence will illustrate the skill of resilience with a greater impact than exploring resilience in isolation.

In order to have a shared and consistent approach through-out the school, we have assigned colours and characters to our Learning Skills and selected vocabulary that will support and challenge development and growth. The animals were chosen as they embody the characteristics we want the children to develop.

The Learning skills are part of our vision for our school and will continue to develop overtime. We believe that these are skills which can be applied to all learning that takes place in school, at home and in all aspects of life.

Acknowledging and Recording Achievement

Staff will acknowledge pupils when they demonstrate one of our learning skills, e.g. persevering with a math problem when a child has found it difficult. For the system to be as purposeful as possible, children will need to know what is being acknowledged: "...I am recognizing your creativity/ resilience/independence/ emotional intelligence because I could see that you took your time to think of the most efficient solution to that math problem. These will be award in assembly. Two children, who have displayed a learning skills, will be acknowledged in our celebration assembly each week for each class.

Reception and Year 1

Independent

ask questions
explore
look closer

Creative

imagine
solve problems
be unique

Resilient

Challenge yourself
be brave
concentrate

Emotionally intelligent

work as a team
listen
manage your feelings

Year 2, 3 and 4

Independent

experiment
be curious
reflect

Creative

make links
be resourceful
be flexible

Resilient

persevere
be confident
take risks

Emotionally intelligent

consider others
show empathy
be patient

Year 5 and 6

Independent

research
evaluate
analyse

Creative

be versatile
be innovative
use a different perspective

Resilient

be persistent
be determined
be positive

Emotionally intelligent

self regulate
reason
be perceptive

