

Keys to Learning at KPNS

Keys to Learning provide a framework for describing the qualities and skills needed for success in learning and life. The framework comprises five groups of skills that we feel are essential to success in learning, life and work. The framework captures the essential skills of managing self, managing relationships with others, and managing own learning, performance and work.

We specifically chose these five skills after reviewing research into the skills and attributes possessed by people who are successful in a range of contexts. Our aspiration is that children leaving the school will be able to name and discuss the five keys, understanding how they can use them to learn and develop. Keys to Learning are part of our aim to make children at KPNS successful and independent learners, able to flourish and succeed in a range of contexts.

The right hand side of each sheets contains information and ideas that teachers should consider when planning lessons. These include higher order thinking skills (HOTS) and other approaches that aim to ensure children's learning at KPNS is deep and sustained.



CREATIVE THINKERS



Focus: Young people think creatively by generating and exploring ideas and making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Child speak:

- Coming up with our own ideas and being imaginative
- Connecting our ideas to ideas from other people
- Being open minded
- Changing our ideas when necessary– being flexible
- Exploring possibilities and finding different ways
- Thinking of questions that will help us understand
- Trying different ways to solve a problem

What we do at KPNS to help grow these skills within our learners:

- Plan lessons which facilitate opportunities for children to be creative,
- Through VIPERS and other curriculum areas, model how to build on and connect ideas with others.
- Create a learning environment and culture where children feel safe to make mistakes, change their ideas and explore different possibilities.

Characteristics of Effective Learning

Creating and Thinking Critically:

- Having their own ideas



Reflective Learners

Focus: Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Child speak:

- Using our targets
- Checking our work– edit and improve
- Finding out how to make our work better (up-level)
- Knowing our strengths and limitations
- Asking for and using feedback
- Thinking ahead and setting our own goals
- Recognise strengths and limitations in others can praise and support appropriately.

What we do at KPNS to help grow these skills within our learners:

- Green penning– an opportunity to reflect on our work and respond to feedback, edit and improve, check for mistakes and up-level.
- Have a clear marking key so children understand teacher feedback.
- Hot and cold tasks to offer opportunities to be reflective and celebrate progress.
- Model to children how to give and receive praise and feedback
- Talk to the children about their targets and support them to achieve these through lessons or small group interventions.
- Offer opportunities for children to reflect not only on their own work but on others too through peer reflection/assessment.

Characteristics of Effective Learning

Creating and Thinking Critically:

- Using what they know to learn new things

Playing and Exploring



Independent Enquirers

Focus: Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Child Speak:

- Being curious and asking questions
- Working by ourselves and solving our own problems
- Planning our work and what equipment/ resources to use
- Getting useful information - researching
- Making good decisions and choices
- Challenging ourselves to extend our learning
- Using initiative
- Play and explore

What we do at KPNS to help grow these skills within our learners:

- Promote and offer opportunities for challenge for all pupils in our lessons.
- Use KWL grids so children can ask and answer their own questions.
- Have resources easily accessible for children to access independently.
- Offer children opportunities to reflect upon their choices independently or with their peers.
- Use our curriculum and extra curricular opportunities to plan exciting topics which ignite curiosity.

Characteristics of Effective Learning

Playing and Exploring

- Finding out and exploring



Self Managers

Focus: Young people actively engage in issues and organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Child speak:

- Challenging yourself!
- Showing stickability – perseverance
- Keeping focused
- Dealing with distractions
- Thinking about and finding the things we need
- Being brave and having a go
- Asking for help when it's needed
- Working hard and being determined to finish
- Sharing your ideas and having a 'can do' attitude
- Getting involved and playing a part– in and out of school
- Managing my emotions

What we do at KPNS to help grow these skills within our learners:

- Teach the children about emotions and give them strategies to manage them.
- Take children on trips and residential where they have an out of class opportunity to be good self-managers.
- When planning, provide opportunities for children to show perseverance.
- Reward and celebrate examples of good self– managers to build self-esteem.
- Work with individuals (ELSA) to develop some of the key skills needed

Characteristics of Effective Learning

Creating and Thinking Critically:

- Choosing ways to do things and finding new ways

Active Learning:

- Keeping on trying
- Enjoying achieving what they set out to do
- Being involved and concentrating

Playing and Exploring:

- Being willing to have a go



Team Workers

Focus: Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Child speak:

- Working as a group - collaboration
- Working together as a pair
- Trusting and supporting others
- Deciding who does what!
- Making it easy for others to work
- Trying to change things for the benefit of everyone-cooperation.
- Share ideas and talk about things that affect us (communication)
- Listening to each other
- Celebrating achievements together

What we do at KPNS to help grow these skills within our learners:

- Plan opportunities for children to work in pairs, small groups and across classes and key stages. (Sports Day, reading buddies, whole school days)
- Celebrate our achievements together every week (Golden Egg Assembly)
- Provide a vast time tables of extra curricular activities for children to be involved in together.
- Model the language of discussion through VIPERS and other curriculum areas.
- Whole school performances and trips

Characteristics of Effective Learning

Team Workers should be woven into all CoEL

Other considerations when we plan:



Differentiated success criteria are given to the children using 'Bronze, Silver and Gold' (BSG) at KPNS. Each step becomes progressively more challenging and helps a child develop their work.

Children are taught to independently follow them, assessing their own and partners' progress. Children may occasionally be asked to create their own BSG for a given task.

We aim to encourage children to take ownership of assessing progress through a lesson using BSG, eventually developing the ability to set and monitor their own targets. Reflection, evaluation and independence will be crucial to the successful use of BSG.

Feedback

BSG provide a structured opportunity to provide feedback to children.

At KPNS we believes that providing quality written and oral feedback (and ensuring that children engage with that feedback) **is one of the most significant strategies in accelerating children's progress.** According to research (Hattie J.A. (2009) Visible Learning) quality feedback is second only to reducing disruptive behaviour in a table of 'positive effects' on children's progress.