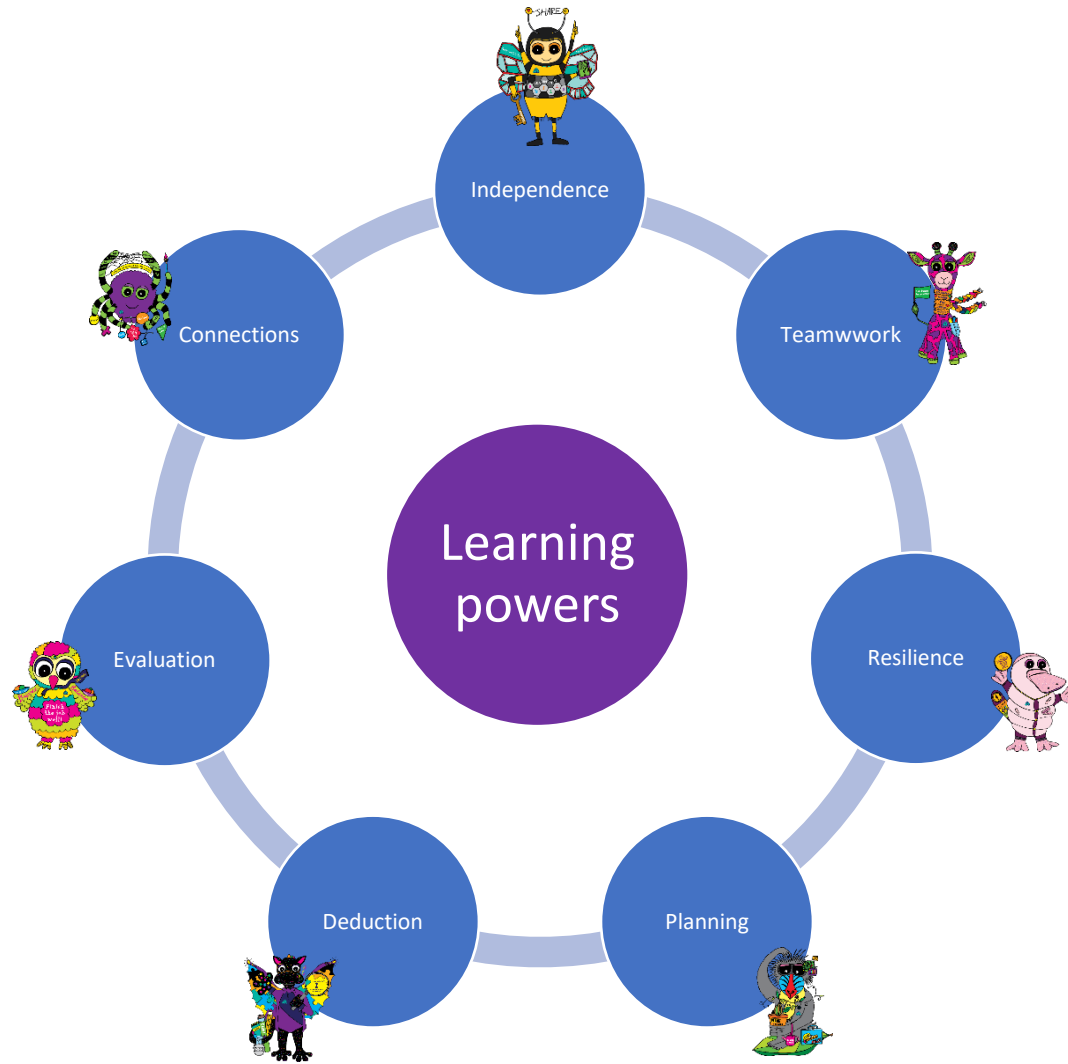


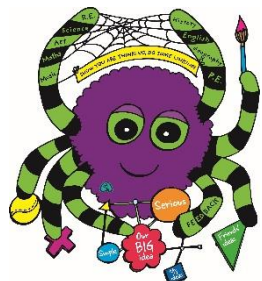


Building Learning Power

Progression of Skills



BLP character



Connor Connections

Child Speak

Connor Connections loves questioning how information fits together. He works hard on his shimmering web of learning, examining what he knows already to help him to make new connections between subjects and information. He studies the connections, looking at how they fit together so that he can make the links stronger. It takes time and can be difficult but he proudly holds his progress up high for all to see and sings out: ‘Show you are thinking, do some linking!’ All connections are important for Connor. He knows that even the smallest can play a big part in his understanding. By exploring and reflecting on what he knows they can help him to make big leaps of learning, from small morsels of information to big, serious facts. He can’t always do it all on his own so he joins up with others too. His sticky feet search out and connect his friends’ ideas with his own, and using feedback from his teacher he forms new, magical ideas. Keep on connecting Connor we can’t wait to see where your links will take you!

Adult Speak (taken from Guy Claxon, *Building Learning Power*)

- **Resourcefulness – being ready, willing and able to learn in different ways**
- Making links – seeking coherence, relevance and meaning
- Draws on materials to help learning
- Looks for patterns and relationships
- Connects new learning with opinions and beliefs

EYFS & KS1

KS2

Children:

- make connections between their learning
- make connections within subjects and across subjects
- make connections between books they have read and their own experiences
- should understand WHY there is a connection
- verbalise their prior learning experiences

- make links between areas within subjects and other curriculum areas
- demonstrate curiosity and ask questions
- understand vocabulary has different meanings in different contexts
- respond to feedback and apply it to future learning
- drawing on past experiences and prior learning
- make links between their learning and real-life

Adults:

- verbalise when there is a connection
- model how to make connections
- make links to prior learning – MTPs
 “This is like....” “This is the same as...” “Do you remember when....” “Who can remember...” “Does this remind you of something else”

- give verbal and written feedback
- link to learning displays (e.g. working walls)
- use of knowledge Organisers
- vocabulary on slides/ VIPERS
- questioning / prompting
- Talk Teams (Voice 21)

BLP character



Danny Deduction

Child Speak

Danny Deduction loves working things out. A new challenge makes his head sparkle and colourful questions rise from his nostrils. He grabs his treasured magnifying glass and sets to work uncovering facts and solving clues to help his understanding. Sometimes the answer is tricky to find and he knows that he will need to discover many pieces of information to get to the answer. He uses his special sucker hands to search for new information in unexpected places and find the key to unlock the mystery. He takes his time using his wing torches to fully explore subjects. Whenever he finds a fresh piece of the puzzle he slots it into his wings, piecing together the facts to reveal what they show him. They lift him, and his learning, to new heights.

Adult Speak (taken from Guy Claxon, *Building Learning Power*)

- **Resourcefulness – being ready, willing and able to learn in different ways**
- Questioning – getting below the surface; playing with situations
- Reasoning – thinking rigorously and methodically
- Use analytical, disciplined thinking
- Draw on materials to help learning
- Externalise thinking, feeling, decision making
- Use thinking tools for real life concerns

KS1

KS2

Children:

- answer inference questions or make predictions
- recognise when they are using problem solving skills
- communicate with each other to solve problems
- verbalise what they are doing to solve that problem
- know that in order to solve problems they need to work step-by-step

- ask deeper questions about their learning, using scaffolds where appropriate
- problem solving drawing on different strategies
- applying prior learning
- respond to compare and contrast style questions
- predict/conclude using new and prior knowledge
- apply Vipers skills in reading
- using different sources of information
- respond to *What if?* questions
- use concrete resources or draw on pictorial resources
- verbalise problem solving/reasoning questions based on deductions made

Adults:

- model using given evidence and strategies to solve problems
- plan for enquiry-based learning opportunities
- verbalise aloud e.g. “This is my problem, how am I going to solve it?”... I’m thinking of a strategy”
- use ‘Talk Tactic’ cards (Voice 21)
- use question prompts e.g.
 - *How do we know?*
 - *How do we solve it?*
 - *What clues are there to help you?*

- In LKS2, model using evidence and more complex strategies to solve problems
- In UKS2, encourage children to make appropriate choices from a range of evidence and strategies to solve a multitude of problems
- plan for enquiry-based learning opportunities
- use ‘Talk Tactic’ cards (Voice 21)
- model using a range of sentence stems and question styles e.g.
 - *Always, sometimes, never*
 - *I know this because...*
 - *If I know..., then I know...*
 - *What if?*

BLP character



Izzy Independent

Child Speak

Busy Izzy Independent takes responsibility for working on her own. Sometimes it takes courage to try things independently, but her wings are strong and her confidence drives her forward in her task. Izzy digs deep into all of her learning skills to help her to work things out for herself. Her knowledge and expertise fit together, helping her solve the problems she comes across. Izzy loves finding her own unique way to learn. Sometimes this means taking responsibility for her part of a larger task, and then sharing her discoveries back with the group. Her antennae fizz with excitement as she shares her ideas. Sometimes it means being trusted to discover for herself how she can fly higher in her learning. Izzy knows that she has the key to succeed.

Adult Speak (taken from Guy Claxon, *Building Learning Power*)

- **Reciprocity – being ready, willing and able to learn alone and with others**
- Interdependence – balancing self-reliance and sociability
- Be independent in your judgement
- Empathy and listening - listen to understand and to generate empathy
- Share and communicate skills and ideas
- Imitation - Pick up others’ ways of thinking and working, drawing inspiration from those around us
- **Resourcefulness – being ready, willing and able to learn in different ways**
- Capitalising – making good use of resources
- **Reflectiveness – being ready, willing and able to become more strategic about learning**
- Take responsibility for learning
- Change tack when appropriate
- Look for new contexts for learning

EYFS & KS1

KS2

Children:

- have a go by themselves
- can work by themselves
- try to do something independently before asking an adult
- manage personal belongings without support
- use initiative to do the next step
- edit and improve written work
- know year group expectations and be able to fulfil them
- know where to find tools to help them in the classroom
- collect resources independently

- independently use resources from the classroom environment
- independently in resolving problems in independent and group work, both inside and outside the classroom
- are responsible in taking ownership of own learning
- editing and improve their work
- Self-assessment and peer assessment
- In LKS2 - begin to be proactive in owning their learning
- In UKS2 - proactively take ownership of their learning and can select strategies or resources to overcome areas they find challenging
- self-mark and monitoring their own work

Adults:

- set clear expectations of routines built
- provide scaffolds for promoting independence
- use Izzy icon to highlight the skill
- provide Steps to Success
- recap steps to ensure they know what to do
- explicitly teach Zones of Regulation for independent self-regulation
- provide opportunities for pre-teaching

- set clear expectations of routines built
- model - *What do you think you should do now? How could you overcome this?*
- provide scaffolds for promoting independence
- provide alternative strategies to avoid learned helplessness
- Zones of Regulation (independent self-regulation)
- promote use of Knowledge Organisers and Steps to Success
- provide opportunities for pre-teaching

BLP character**Planner Pete****Child Speak**

Planner Pete takes care to think through a task in detail before he starts. His powerful goggles help him to analyse where to start, what he wants to achieve and to break down the steps ahead. He plans the best route before rushing on. Pete understands that with planning he can grow amazing pieces of work. Sometimes Pete can do it all on his own but sometimes it takes a team. His special plant proudly reminds him of the wonderful results he can achieve. He planned it in detail! After digging deep in his knowledge and experience he planted the seed of an idea in well prepared soil, sprinkled on thoughts from the team around him and together they grew a dazzling, strong result. Wow. Keep Planning for Perfection Pete!

Adult Speak (taken from Guy Claxon, *Building Learning Power*)

- **Resourcefulness - being ready, willing and able to learn in different ways**
- Imagining – using the mind's eye as a learning theatre
- Reasoning – thinking rigorously and methodically
- Capitalising – making good use of resources
- Plays with ideas and possibilities
- **Reflectiveness – being ready, willing and able to become more strategic about learning**
- Planning – working out learning in advance

KS1**KS2**

Children:


- understand the expectations when planning out a task
- think about the steps needed to complete a task before doing it
- think about the resources they will need to complete a task
- orally rehearse sentences before writing
- choose which model to use from a range given e.g. part whole models in maths, story maps, planning prompts
- use whiteboards to plan ideas and take simple notes
- plan their readiness for learning using visual reminders shown in class e.g. good looking, good listening

- in LKS2, select and use given planning formats
- in UKS2, make their own choices as to how best to approach a task
- follow or create own Learning Strategies / Steps to Success for a task
- make appropriate choices for the task
- make useful notes when planning a piece of work
- use prior knowledge and Knowledge Organisers to inform planning
- organise their time and resources effectively
- use logical steps to complete a task

Adults:

- model clear Steps to Success to allow children to evidence skills and plan how they will include them
- use strategies such as 'Thinking aloud' and Smart Board slides to model teacher model / verbalise learning steps
- use appropriate scaffolds and models e.g. a story plan, sentence stems, to support learning
- use WAGOLs (What a Good One Looks Like) or partially completed models

- highlight learning strategies needed and model Steps to Success
- use WAGOLs (What a Good One Looks Like) or partially completed models
- model / verbalise planning steps for children to see the benefit of organising their ideas
- provide Knowledge Organisers
- use a range of questioning and scaffolding styles to support planning
- revise a variety of planning strategies before a task
- model note-taking

| | |
|---|--|
| <p>BLP character</p>  | <p>Ellie Evaluate</p> <p>Child Speak</p> <p>Ellie Evaluate likes to form her own ideas to shape her learning. She uses her wide eyes to gather information and expertise from the world around her. This knowledge helps her to decide what is right and what is wrong. Her fluffy, multi-coloured feathers are created from layers of other people’s thoughts. Everyone has the right to an idea and a voice so she takes them all into account. She uses her strong wings to wisely balance and measure the views. She considers them all before she thinks, checks and carefully forms her own opinion and reveals her tasty decision. Thank you for finishing the job well, Ellie.</p> |
|---|--|

Adult Speak (taken from Guy Claxon, *Building Learning Power*)

- **Reflectiveness – being ready, willing and able to become more strategic about learning Monitors and reviews progress**
- Revising – monitoring and adapting along the way
- Distilling – drawing out the lessons from the experience
- Meta-learning – understanding learning, and yourself as a learner
- Weigh up strengths and weaknesses as a learner

| | KS1 | KS2 |
|-----------|--|---|
| Children: | <ul style="list-style-type: none"> • think about how and why they were successful • make suggestions on what they need to improve • will say what they are proud of and what they need to do next • will use the word ‘because’ to explain their evaluations • will give themselves a target • evaluate others through oral feedback e.g. peer assessment | <ul style="list-style-type: none"> • edit their own and others work – using the Steps to Editing • reflect on their learning outcomes (e.g. Self-assessment during and at the end of a lesson/unit) • discuss their thinking / thought-processes and use this to justify their choices (e.g. in their writing) • explain their actions and suggest improvements both in lessons and on the play ground • know the difference between right and wrong and how their actions impact others • in LKS2 are able to identify their own strengths and weaknesses • have an improved understanding of their learning process • in UKS2 are able to consider situations from other perspectives • can explain their learning process • evaluate others through oral and written feedback e.g. peer assessment |
| Adults: | <ul style="list-style-type: none"> • children will have crossing out in their books • children use sentence strips for writing to give editing prompts for writing activities (differentiated by ability) • children will evaluate products made in art / DT • Steps to Editing evident in Y2 and referred to regularly • model editing through deliberate mistakes | <ul style="list-style-type: none"> • model using our Steps to Editing • plan regular time to reflect on their learning • use questioning / Talk Tactic cards • plan for peer / group discussions about their work • Steps to Editing evident in all classrooms and referred to regularly • model how to draw conclusions, summarise and evaluate |

BLP character



Tommy Teamwork

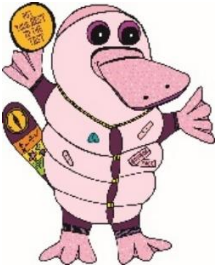
Child Speak

Tommy Teamwork’s fascinating markings remind us that with collaboration and partnerships we can create a better world. The countries and continents on his body swirl with joy as he works together with other people. Sometimes it feels difficult for Tommy to put the shared needs of the group before his own interests, but Tommy knows it makes his learning grow stronger so he tucks his interests away and sets to work. His tall ears reach up high to make sure that he captures everything other people say. Look at Tommy’s beautiful, long scarf! It is delicately woven from all of the team’s ideas and experiences. Teamwork makes the dream work and he stretches out his neck so everyone can see what they have accomplished together. He wants everyone to benefit from the learnings. Go team Arunside!

Adult Speak (taken from Guy Claxon, *Building Learning Power*)

- **Reciprocity – being ready, willing and able to learn alone and with others**
- Interdependence – balancing self-reliance and sociability
- Collaboration – the skills of learning with others
- Empathy and listening – getting inside others’ minds
- Imitation – picking up others’ habits and values
- Share and communicate skills and ideas

| | EYFS & KS1 | KS2 |
|-----------|--|--|
| Children: | <ul style="list-style-type: none"> • have opportunities to work together • share learning ideas • resolve conflicts with support • practice in a range of scenarios e.g. tidy up time, sharing activities • listen to each other and value each other’s contribution • play games in pairs and groups • support each other in class • listen and respond appropriately to others • take turns and share • engage in independent group activities • start to accept different roles in a group | <ul style="list-style-type: none"> • participate in paired and group tasks collaboratively • listen and respond respectfully to others’ ideas and build upon them • are supportive of others • compromise and accommodate others • understanding of each other’s differences • ensure everyone is included • take an independent role for the wider team • in LKS2, can manage their emotions, share their ideas and listen to others. • in UKS2, can take different roles, mediate and encourage compromises and work with a variety of learners |
| Adults: | <ul style="list-style-type: none"> • explicitly identify and model what is needed ‘<i>teamwork today will...</i>’ • describe what we expect to see and model it • highlight good examples of teamwork • use older children as good example of teamwork • use language of ‘sharing is caring/my turn, your turn’ • provide opportunities for team building | <ul style="list-style-type: none"> • model language of compromise • explicitly plan for roles within a group • provide opportunities for making democratic decisions • assign and scaffold for roles within a group • model and scaffold strategies to support successful teamwork • provide ‘team roles’ in order for children to understand the part they play and are able to actively participate |

| | | |
|---|--|---|
| <p>BLP character</p>  | <p style="text-align: right;">Rosie Resilient</p> <p>Child Speak Rosie Resilient is determined to be the best she can be. She knows that there will be difficulties and obstacles to overcome as she strives to succeed in her learning, but they only make her stronger. Sometimes it feels hard, especially when she’s swimming upstream against a difficult challenge, but she paddles even harder and knows she will make it. Rosie’s determination jacket helps her to bounce back from any problems she comes across. She remembers these challenges, and what she has learnt, and they help to drive her onwards and try again and again. Look at Rosie’s unusual tail! Its golden compass helps point her in the right direction – aiming for her goals. It’s powered by all of her experiences — it’s getting more powerful every single day! Wise Rosie loves encouraging others to be resilient too. Catch her ball, aim for your goals and ‘Put your BEST to the TEST’!</p> | |
| <p>Adult Speak (taken from Guy Claxon, <i>Building Learning Power</i>)</p> <ul style="list-style-type: none"> • Resilience – being ready, willing and able to lock on to learning • Absorption – flow; the pleasure of being rapt in learning • Managing distractions – recognising and reducing interruptions • Noticing – really sensing what’s out there • Perseverance – stickability; tolerating the feelings of learning | | |
| | <p>EYFS & KS1</p> | <p>KS2</p> |
| <p>Children:</p> | <ul style="list-style-type: none"> • accepting of and respond positively to feedback – adults and peers • are focussed and engaged • can begin to ignore distractions • confident to take small risks • motivation to keep trying • embrace challenge and learn from mistakes • begin to take responsibility for and ownership of their own actions • show empathy towards others | <ul style="list-style-type: none"> • ignore distractions • have a desire to spend longer on a challenge and are ambitious • Fully engaged in learning – oblivious to instructions • Embracing challenge • In LKS2 resilience is I am aware of the things I find more difficult and can develop strategies to adapt. • In UKS2 resilience is I can anticipate difficult situations and manage my response and apply strategies to put things into perspective • actively encourage and support others |
| <p>Adults:</p> | <ul style="list-style-type: none"> • Modelling and using the language of resilience • Celebrate examples of good role models • Verbalise mistakes • Growth mindset language – we may not have it ...yet • Forest School & Drama – opportunities to develop beyond the classroom | <ul style="list-style-type: none"> • Dedicated slides to discuss mistakes/misconceptions that children faced • Verbalise mistakes/mini plenaries • Peer/self-assessment – seen as help but not criticising • Referencing inspirational videos/visitors (baby squirrel) • Growth mindset language |