



Non Negotiables

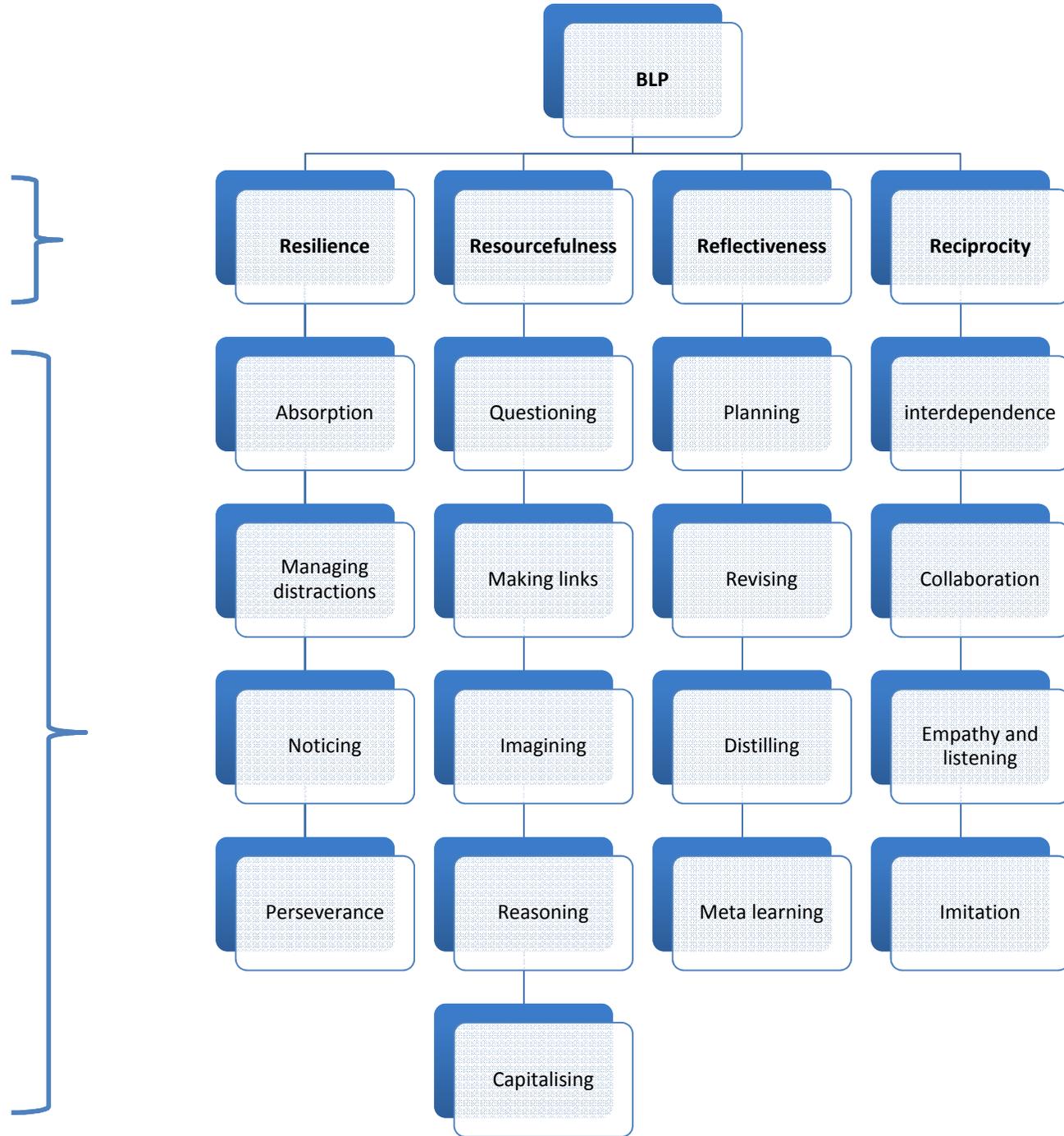
– Personal Development

- Using the 4Rs within Building Learning Power

Year Group Breakdown

Learning Power Dispositions

Learning Power Capacities



Building Learning Power Expectation – Year R

Resilience	Resourcefulness	Reflectiveness	Reciprocity
<ul style="list-style-type: none"> • <i>The emotional aspects of learning</i> • FEELING 	<ul style="list-style-type: none"> • <i>The cognitive aspects of learning</i> • THINKING 	<ul style="list-style-type: none"> • <i>The strategic aspects of learning</i> • MANAGING 	<ul style="list-style-type: none"> • <i>The social aspects of learning</i> • RELATING
<ul style="list-style-type: none"> • Can they dress and undress independently? • Do they manage their own personal hygiene, including hand washing and blowing their nose? • Do they persevere and stay involved, particularly when trying to solve a problem or reach a satisfactory conclusion? • Do they show tenacity when working on a task? • Can they persevere on a task on their own? • Do they maintain attention and concentrate well? • Do they sit attentively when required to do so? • Do they respond positively to a significant experience showing a range of suitable feelings? 	<ul style="list-style-type: none"> • Do they select and use activities independently?: • Can they test out their own ideas although they may not always be able to explain their thinking? • Are they willing to have a go at new experiences? • Do they keep working on their own or as part of a group when working on a task? 	<ul style="list-style-type: none"> • Do they reflect on the consequences of words and actions of self and others? • Can they take feedback on board and suitably moderate their actions accordingly? • Can they choose something and explain to others what they have achieved? 	<ul style="list-style-type: none"> • Can they work as part of a group or class, taking turns and sharing fairly? • Do they show consideration to the feelings of others when working as part of a group? • Do they show enough confidence to initiative ideas? • Are they happy to try out new activities and speak in a familiar group? • Can they express a range of emotions fluently and appropriately? • Do they show developing awareness of their own needs, views and feelings? • Are they sensitive to the needs, views and feelings of others? • Do they form good relationships with adults and peers?

Building Learning Power Expectation – Year 1

Resilience	Resourcefulness	Reflectiveness	Reciprocity
<ul style="list-style-type: none"> • <i>The emotional aspects of learning</i> • FEELING 	<ul style="list-style-type: none"> • <i>The cognitive aspects of learning</i> • THINKING 	<ul style="list-style-type: none"> • <i>The strategic aspects of learning</i> • MANAGING 	<ul style="list-style-type: none"> • <i>The social aspects of learning</i> • RELATING
<ul style="list-style-type: none"> • Do they have a go at something new without feeling threatened? • Do they have a go at something even though it prove hard at first? • Are they prepared to ask for help if it sensible to do so? • Can they tell when someone is feeling sad? • Do they know that talking to someone about an issue can really help them? 	<ul style="list-style-type: none"> • Can they think of their own ideas once given a starting point? • Can they play, observe and experiment to find things out? • Are they prepared to have a go at something new? • Do they frequently use imagination in their role play? • Are they quick to ask for help if it is sensible to do so? • Can they tell others why they enjoy a task? • Do they use all their senses to gather information about what is being investigated? • Can they ask sensible questions about their learning? • Do they offer an opinion about an issue and explain why they feel as they do? • Do they show curiosity about new things? • Do they use 'how' and 'why' when trying to find things out? 	<ul style="list-style-type: none"> • Do they give careful consideration to the resources they need for a given task? • Are they able to set themselves a target or a goal? • Do they reflect on what they are able to do well? • Are they able to tell someone about what they have learnt? • Will they have a go at something different after realising their initial idea didn't work? 	<ul style="list-style-type: none"> • Do they respond when they know someone is feeling sad? • Do they recognise when they need to talk to someone about a concern they have and this can be helpful to them? • Are they prepared to listen to someone else's point of view in a dispute? • Do they listen carefully to instructions and follow them? • Do they work productively as part of a small group, taking turns? • Do they engage in collaborative tasks? • Are they prepared to listen to the ideas of others without interrupting them? • Are they happy to share ideas with others?

Building Learning Power Expectation – Year 2

Resilience	Resourcefulness	Reflectiveness	Reciprocity
<ul style="list-style-type: none"> • <i>The emotional aspects of learning</i> • FEELING 	<ul style="list-style-type: none"> • <i>The cognitive aspects of learning</i> • THINKING 	<ul style="list-style-type: none"> • <i>The strategic aspects of learning</i> • MANAGING 	<ul style="list-style-type: none"> • <i>The social aspects of learning</i> • RELATING
<ul style="list-style-type: none"> • Do they avoid getting distracted easily? • Do they keep going even when the going gets tough? • Are they aware that their actions can impact on others? • Are they happy to have a go at something that is new to them? • Do they use a variety of strategies to control feelings? 	<ul style="list-style-type: none"> • Can they generate questions linked to their learning challenge? • Do they use their imagination to generate ideas? • Can they explain what they have learnt from someone else? • Are they able to ask sensible questions about their learning? • Are they curious about new learning and are they prepared to ask questions to find out more? 	<ul style="list-style-type: none"> • Can they suggest more than one way to solve a problem? • Can they suggest a way forward following a dispute? • Do they understand what they need to do next to improve their learning? • Can they suggest where their learning could have been completed better? • Do they understand what makes them learn better? • Are they happy to make changes to their original ideas? • Do they take enough time to make sense of a problem that is presented to them? 	<ul style="list-style-type: none"> • Are they able to explain why others may be feeling unhappy or sad? • Can they suggest a way to overcome a problem with others? • Are they able to choose the best time to speak with someone? • Are they happy to share their learning with others? • Are they able to think of a range of instructions for others to follow? • Are they happy both to lead or to be directed by others? • Do they consider the views of all group members during discussions?

Building Learning Power Expectation – Year 3

Resilience	Resourcefulness	Reflectiveness	Reciprocity
<ul style="list-style-type: none"> • <i>The emotional aspects of learning</i> • FEELING 	<ul style="list-style-type: none"> • <i>The cognitive aspects of learning</i> • THINKING 	<ul style="list-style-type: none"> • <i>The strategic aspects of learning</i> • MANAGING 	<ul style="list-style-type: none"> • <i>The social aspects of learning</i> • RELATING
<ul style="list-style-type: none"> • Are they unfazed by changes to their normal routine? • Do they use a range of strategies to control their feelings? • Are they happy to follow instructions without support from others? • Are they prepared to try out new things even though they feel a little nervous? • Are they happy to have a go at something even though they are unsure if it will work? • Do they keep their emotions in check when the going gets tough? • Are they good at just getting on with things without the need to be reminded? 	<ul style="list-style-type: none"> • Are they confident that that they can make an idea even better? • Are they good at putting their point across to others? • Do they generate questions to link ideas related to their learning challenge? • Do they use their imagination to improvise? • Can they come up with several ideas when solving problems? • Can they devise a whole range of questions to ask different people? • Do they use techniques like mind maps to show their thinking? • Are they curious about new things and are prepared to ask questions? • Do they finish tasks within a given time framework? • Do they look for relationships between things and explain ideas to others? 	<ul style="list-style-type: none"> • Are they able to review and then reset targets for learning? • Do they reflect on who has helped them to learn and why? • Do they understand what might have prevented them from learning effectively? • Can they appreciate when a task has been completed to the best of their ability? • Do they take time to consider experiences and what needs to be done next? • Do they regularly check and edit their own work? • Do they consider whether a task has been completed within a given framework? • Are they able to give others feedback about their performance? 	<ul style="list-style-type: none"> • Are they prepared to listen to the point of view of others? • Do they show empathy with others? • Do they listen and follow instructions independently? • Can they improve their own learning by imitating others? • Do they work harmoniously and constructively with others in a joint activity? • Do they ensure that everyone takes turn when talking? • Do they work readily in different teams?

Building Learning Power Expectation – Year 4

Resilience	Resourcefulness	Reflectiveness	Reciprocity
<ul style="list-style-type: none"> • <i>The emotional aspects of learning</i> • FEELING 	<ul style="list-style-type: none"> • <i>The cognitive aspects of learning</i> • THINKING 	<ul style="list-style-type: none"> • <i>The strategic aspects of learning</i> • MANAGING 	<ul style="list-style-type: none"> • <i>The social aspects of learning</i> • RELATING
<ul style="list-style-type: none"> • Do they manage disappointments well? • Do they keep their emotions in check? • Are they determined not to give in too easily? • Are they tenacious when things get difficult? • Do they make deductions from a range of sources? • Do they get on with a task without anyone reminding them what to do? • Do they keep focused on a task and avoid distractions? • Can they decide when they need ‘time-out’ to manage emotions? 	<ul style="list-style-type: none"> • Do they enjoy challenges, especially open-ended ones? • Can they persuade others to accept a proposal even though others may not initially agree with the suggestion? • Will they ask questions to check their understanding? • Can they draw inferences and make deductions? • Can they give alternative solutions or explanations? • Do they refer to more than one piece of evidence to support their learning? • Do they follow up a question to gain clarification? 	<ul style="list-style-type: none"> • Do they prioritise the most important things that need doing first? • Are they a good organiser of their time? • Do they cope well when there are changes to normal routines? • Do they welcome opportunities to take on added responsibility for a range of things? • Can they classify information and check it for accuracy? • Do they value feedback that will help them improve their learning? • Do they review their learning and ponder what will help them to be more effective learners? • Do they recognise when a piece of work has been completed to its best? • Do they make lists when it is helpful to do so? • Can they sort information and decide which is useful? 	<ul style="list-style-type: none"> • Are they aware that their suggestions can help others? • Can they take on a specific allocated role in a group? • Do they respect and tolerate the values of others within a joint activity? • Do they communicate their capability as a team member so as to convince others of a point of view? • Do they understand that others may have an opinion that is different to theirs?

Building Learning Power Expectation – Year 5

Resilience	Resourcefulness	Reflectiveness	Reciprocity
<ul style="list-style-type: none"> • <i>The emotional aspects of learning</i> • FEELING 	<ul style="list-style-type: none"> • <i>The cognitive aspects of learning</i> • THINKING 	<ul style="list-style-type: none"> • <i>The strategic aspects of learning</i> • MANAGING 	<ul style="list-style-type: none"> • <i>The social aspects of learning</i> • RELATING
<ul style="list-style-type: none"> • Do they recognise and welcome risks that may be involved when tackling work? • Can they work to own targets and be motivated to achieve them? • Do they recognise the differences between a task that is too difficult and one that requires deeper thinking? • Are they prepared to learn from mistakes? • Are they prepared to persevere even when a solution is not readily available? 	<ul style="list-style-type: none"> • Can they organise self and resources well when working independently? • Are they prepared to debate issues until a sensible compromise is reached? • Do they successfully link ideas from different learning challenges and present their findings? • Do they know the difference between a sensible risk and a fool-hardy one? • Do they recognise that sometimes they may need expertise to help solve a problem? • Are they able to plan longer activities, breaking them into manageable steps? • Are they able to make constructive judgements about other people's work? 	<ul style="list-style-type: none"> • Can they look back at mistakes and learn from the experience? • Do they make use of success criteria to see if a task has been completed successfully? • Do they break their learning down into manageable steps? • Are they able to accept different types of feedback and learn from them? • Do they make good use of time to reflect on what has been learnt? • Do they appreciate that attitudes and behaviour can impact on learning? • Are they confident enough to plan clear steps to improve their learning? 	<ul style="list-style-type: none"> • Are they able to act as a class ambassador for their class or school? • Are they able to take on a range of roles within a group? • Can they share a working environment with others and respect their needs? • Do they motivate others to contribute more effectively? • Do they understand differences in opinions and respond positively? • Do they make a good 'buddy' or mediator? • Do they use a range of criteria to reflect on own and others' work?

Building Learning Power Expectation – Year 6

Resilience	Resourcefulness	Reflectiveness	Reciprocity
<ul style="list-style-type: none"> • <i>The emotional aspects of learning</i> • FEELING 	<ul style="list-style-type: none"> • <i>The cognitive aspects of learning</i> • THINKING 	<ul style="list-style-type: none"> • <i>The strategic aspects of learning</i> • MANAGING 	<ul style="list-style-type: none"> • <i>The social aspects of learning</i> • RELATING
<ul style="list-style-type: none"> • Do they cope well with additional pressure? • Do they successfully organise their own time and space? • Do they appreciate that feelings change over time and are able to cope with it? • Are they always willing to explore more than one possible solution to a problem? • Can they cope with criticism and learn from it? • When they plan a difficult task, can they anticipate possible stumbling areas and overcome them? 	<ul style="list-style-type: none"> • Are they able to assess risk and make sensible decisions? • Do they have a range of strategies to help them cope with different problems? • Do they appreciate what the risks are when considering their learning? • Are they aware that solutions can depend on an understanding of other issues? • Are they able to generate questions which promote higher order thinking? • Can they adapt and apply learning to new situations? • Are they able to use feedback from a range of sources to help solve a problem? • Can they give more than one reason to support an argument? • Are they able to listen a range of opinions before coming to their own conclusion? 	<ul style="list-style-type: none"> • Do they give thought to a range of questions which leads to higher order thinking? • Do they revise their work after listening to the views of others? • Do they consider what they have learned previously and make use of this in new situations? • Can they identify strengths and weaknesses in their own work and explain why this may be the case? • Can they plan a complex piece of learning, anticipating difficulties, and plan to overcome them? • Can they break their ideas down into manageable steps suited to others in their group? 	<ul style="list-style-type: none"> • Are they capable of organising their own time and achieve results? • Do they possess a range of strategies to help them overcome difficulties in their learning? • Can they empathise with others, appreciating that different people react in different ways to certain situations? • Are they expert at acting as an advocate for the views and beliefs of others? • Can they act as a mediator? • Do they portray a good role model for both learning and behaviour? • Do they control their own mood swings? • Can they cope with making adaptations to their learning when needed? • Can they explain and discuss in different ways what they have learnt from others? • Do they take account of the views of others when considering success? • Are they eager to discuss conflicting issues fairly to reach an agreement that enables the group to move on? • Are they able to make the most of others' strengths when organising work?