



Crossflatts
PRIMARY SCHOOL

Behaviours for Learning

During the Autumn term 2016/17 we have introduced the children to a system for gauging their learning behaviours, following on from a successful trial in Year 4 in 2015/16.

The children, along with staff developed criteria for measuring learning behaviours in school (these can be seen on the following page). The children are then noted on their learning behaviours throughout the day, with a final decision being made in consultation with the children at the end of the day. Learning behaviours are then analysed by the teachers over a period of time. This is shared with children and certificates are awarded.

In Key Stage 1 we use visual representations to support children in measuring their learning behaviours. In Key Stage 2 we refer to the descriptors.

Since introducing 'Learning Behaviours' to our children we have seen a significant improvement, with children taking pride in their successful learning outcomes.

Please take time to read and understand our system of monitoring behaviours for learning. I would like to reiterate that both 2's and 1's are indicators of successful learning behaviours.

Crossflatts Behaviour for Learning

	Visual Representation	Attitude to learning
1		I am independent, responsible and I try my very best. I keep going with enthusiasm even when it is difficult. I push myself out of my comfort zone with my attention always being on my learning. I have determination and show perseverance. I respect myself and everyone else. I believe in myself and want the best for me.
2		I focus on my work and I concentrate but I'm not really pushing myself. I am trying but not all of the time. I am sometimes in my comfort zone. I mostly make the right choices.
3		I am being lazy, I am not taking pride in my work, I am day dreaming and unfocussed. I have been chatting and not listening. I have forgotten our core values and my presentation and standard of work has slipped.
4		I have chosen to give up and not to be bothered about my learning and I am making lots of wrong choices.

What are learning behaviours and why are they important?

We are developing children's ability to discuss their learning and helping them develop a language to talk about their own learning. The children in school today are going to be facing huge challenges in the wider world and we are working with them to develop skills and attitudes that will help them be successful in the wider world.

Resilience - We want to see children learning from mistakes and seeing that having to rethink an aspect of their learning as a way to improve. Resilience is about picking themselves up after a setback and being able to give it another go.

Risk Taking - This is about children questioning and asking "What if...?" and "What shall we try now?" - It is also about children pushing themselves to try new things and knowing that learning is sometimes uncomfortable!

Thinking - We are looking for children to be seen thinking and considering, valuing their own ideas and believing that they have the strategy to solve problems.

Respect - Children treating others as they wish to be treated is the core belief around this learning behaviour, this is mirrored in the way they speak to adults and adults speak to them. We want children to believe it is okay to think differently and it is fine to change your opinion.

Reflection - We want to see children actively evaluating their work and developing the ability to believe that they can always improve whilst taking a pride in their own and others work and achievements.

Independence - We wish children to believe that they can help themselves when they are stuck, but also know when and who to ask for help. This is also about children wanting to find out for themselves and being skilled to be able to do so.

Active/motivation - This is for children to develop the belief that learning is for them and they have a responsibility for their own achievements, it is also about valuing effort and taking the initiative for their own learning.

Creativity - This is an area where we believe children are naturally adept, they can be creative in many ways not just art and drama, but creative in all areas of the curriculum including the sciences. It is also about linking with other areas of learning behaviours especially risk taking.

