



St Edmund's and St Thomas' Catholic Primary School – Independent Learner Milestones



KS2 Y3&4 – 'Engineers of Our Own Learning'

Independent Learner Indicators	Pedagogy/Provision
By the end of Y4, a typical learner will:	A curriculum which teaches fundamental skills and incorporates opportunities for children to put the skills into practice and begin to apply them across subjects.
<ul style="list-style-type: none">- be invested in their learning outcomes- be articulate communicators and confident users of language, able to explain their ideas and express opinions- read fluently across a range of sources and subjects and have a deeper understanding of the content.- research lines of enquiry using a range of reference materials (including IT). They are competent users of search engines who can locate and retrieve the appropriate information from a website or a book. They have developed good navigational strategies and are able to use skimming and scanning skills well. They ask appropriate and relevant questions to solve problems, explore possibilities and elicit information- collaborate very effectively as part of a pair or small group of 3-4 members making sure everyone has a turn. Active listening and 'fairness' is at the core of collaboration.- be active problem solvers. They will persevere when faced with a challenge, a problem, or an unexpected set of results in an investigation and can find ways/strategies around the problem. They consider their own experiences and prior learning and use this to inform what they do next.	<p>The Y3&4 curriculum provides contextualised, relevant learning experiences with links made to local and regional issues. 'Dilemma led learning' is the vehicle used to teach units of work.</p> <p>Problem solving is a key theme across the phase group, with opportunities to develop these skills embedded in all subjects. Children are taught how to navigate texts and retrieve information from a text/website to aid learning or problem solving across subjects. They are taught how to formulate questions and use search engines.</p> <p>Children are taught to question, using 'what if' as a starting point? They are taught the following process: how to formulate a hypothesis, organise themselves to test this and use results/evidence to draw conclusions or make adaptations to original hypothesis.</p> <p>Children are taught to review predictions, speculations and hypotheses in light of new learning . This is a key skill taught and developed across the curriculum.</p> <p>There is a balance between teacher instructional talk and children working independently.</p> <p>Classrooms are well-resourced with appropriate resources to support the curriculum. Area of the classroom are set up for challenges/next steps</p>

<p>- organise themselves to plan, carry out and evaluate a process or investigation</p> <p>- select suitable materials to complete a task or make appropriate choices about what support materials they may require. They can use reference materials: books, ICT apps, 'in house' checklists and word banks to solve problems.</p> <p>- respond to the work of others and are beginning to evaluate the effectiveness of their own work and that of others,</p>	<p>and children are allowed free access to this. Displays are utilised to support learning.</p> <p>Small group working is used extensively across the curriculum.</p> <p>Classroom climates promote inclusion and respect. A culture of 'have a go' and 'it is fine to make mistakes' is embedded.</p> <p>Pupils are involved in setting and reviewing their targets with their teacher. This is enabled through teacher/pupil conferences.</p> <p>Day to day resources are readily available in a visible way to the children Support materials such as word banks, times tables sheets, base ten, place value charts etc available to take from a 'help desk'</p> <p>Graphic organisers are used to enhance and support learning experiences, e.g. record notes, make connections, deconstruct texts, plan writing.</p>
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