



KS2 Y5&6 – ‘Architects of Our Own Learning’

Independent Learner Indicators	Pedagogy/Provision
<p>By the end of Y6, a typical learner will:</p>	<p>A curriculum which teaches fundamental skills and incorporates opportunities for children to put the skills into practice and apply them across subjects. Learning is contextualised, relevant and purposeful. Where possible, it is rooted in ‘real life’ and opportunities are created for presenting learning to a range of real audiences. Units of work are devised to ensure learning experiences are given ample time for the development of knowledge and understanding and application of skills. Learning is in depth and for a sustained period of time.</p>
<p>- Be ‘invested’ in their learning outcomes. They are self-motivated; living and breathing the learning and want to continue it outside of school. Being self motivated means they have natural resilience; able to manage their own feelings</p> <p>- focus their attention and reach the ‘flow’ state when working.</p> <p>-Set goals by breaking a long-term plan into small achievable steps so they can overcome obstacles.</p> <p>- manage and organise themselves and resources effectively to undertake a process, task, process or investigation</p> <p>Be able to read deeply and research effectively, asking appropriate questions, drawing on prior knowledge, interpreting new information and making links</p>	<p>The curriculum allows children to take ownership of some aspects of their learning. They are able to make choices about themes/topics/lines of enquiry to pursue and how they present their learning. Children are involved in the longer-term planning for a theme at the beginning, choosing different ways to express their learning depending on their strengths and interests.</p> <p>Children are immersed into a theme through a dilemma led approach. This approach includes the children in the selection and direction of the learning content as well as activating their prior knowledge and understanding.</p> <p>Ideas for themes are adopted from a ‘mantle of the expert’ approach to learning</p> <p>Discussions and debates take place between groups in class, drama is used to engage children, in role, in a real-life situation. A ‘let’s say...’ approach to lessons allows children to become deeply involved in a theme/ situation.</p>

-Locate and extract appropriate information when researching from the internet and be able to summarise and rephrase this in their own words.

- Utilise ICT resources and technologies effectively

- Be confident to take risks in their learning.

-Understand how they learn best and choose to work in a way that suits their style. They can self-evaluate and identify areas for improvement

-Adapt and apply learning to new situations. They can cross reference with prior experiences and previous learning, apply this to new situations and problems.

- Innovate and think creatively.

-Listen to a range of opinions and make their own decisions.

-Understand what is meant by the term working as a member of a team. They can collaborate effectively, appreciating the strengths of others and empathise with other peoples' perspectives

-Be articulate, well organised communicators able to adjust the way they speak/write (vocabulary and language structures) to match a range of situations.

-Empathise with others, showing an awareness that people express emotions in different ways.

- Be aware of the significant role they play in taking care of their environment, locally and globally.

Paired and group discussions are used to plan a particular task on their 'learning journey'.

Tasks, especially writing tasks, have a purpose and real audience where possible. Writing tasks that can have a real impact for change. Children have an audience to share their journeys with as a theme finishes, allowing children to plan the most effective, appropriate way of communicating their findings, thoughts, feelings, attitudes dependant on their audience e.g. a play, create Kahoot quiz, assemblies, videos, audio recordings, local newspaper, The Champion.

Mixed ability groupings are used to support pupils and encourage collaboration. Weekly team building exercises are built into the curriculum to allow children to opportunity to develop team building skills. A bank of team building exercises is provided in the classes; so children can adapt and create their own.

Classroom layouts and resources are flexible and meet the demands/needs of the children; 'stations' i.e. i-pad station, flip chart station, library station, image station, object station, whiteboard station, recording station, drawing station, evidence station, question station, home sharing station. They are accessible for children to freely use in order to explore a 'theme' in different ways.

Children are encouraged to use high quality language and the correct 'question' words when conducting specific, targeted research'.

Local, national and global issues and themes are explored across the curriculum. Staff and children collectively create a culture of pride and respect for our school building and the grounds. We have high expectations of staff and children to care for the environment and to keep the school and classrooms tidy
Older children act as role models for younger pupils.

