

# Hunsley Primary

## The Hunsley Primary Characteristics of Learning<sup>1</sup>

Hunsley Primary Characteristics of Learning statements build upon the crucial Characteristics of Effective Learning which underpin the statutory Foundation Stage Curriculum. The teacher assessment for each child's demonstration of the Characteristics is recorded at every half-termly achievement data collection point in Years 1 to 6 and reported to parents in the termly Progress Report, along with Attendance, Sanctions and Rewards data. There are 9 statements across the Characteristics, organised under four overarching headings – the main areas we wish our pupils to develop:

- **Behaviour for Learning\***
- **Working Positively Together**
- **Independent Learning and Enquiry**
- **Organisation and Communication**

*\*Behaviour for Learning in this case refers not to sanctions and rewards which are judged and reported on separately, using the criteria stated in the Behaviour Policy, but refers instead to the characteristics required for readiness to learn and to persist in learning when difficulties are experienced.*

### **KS1 and 2 Age-Related Expectations**

The expectations regarding a child's level of development with regard to the Characteristics differ from KS1 and KS2, to take into account the significant variations in age across the two Key Stages, but the four headings remain the same – closely linked to the independent learning ethos we wish to embed and incorporating wider qualities, values and skills, such as the British Values and the 'working scientifically' agenda, which underpin the Hunsley Primary ethos for learning.

There are also four 'best fit' assessment 'grades' to show parents and pupils the extent to which the pupils is meeting each Characteristic. This judgement of 1, 2, 3 or 4 is shared along with the child's academic achievement, in termly achievement reports.

### **The four 'grades' of assessment remain the same across the Key Stages:**

- **1 – I am confident in this area, above age-related expectation**
- **2 – I am developing these areas well**
- **3 – I need help to meet these areas sometimes**
- **4 – I am receiving regular support to meet these areas**

In Years 1-6, as well as rewards for academic specialisms (Maths Star, Phonics Star, Literacy Star and Investigation Star) rewards points are given for good effort and good outcomes in Behaviour for Learning, Working Positively Together, Independent Learning and Enquiry and Organisation and Communication. As these rewards are amassed, they are celebrated in school with 'Hunsley Star of the Week' certificates and half-termly awards for bronze, silver, gold and platinum standard. The children are also rewarded for attendance (100%) each half term as well as annually.

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<sup>1</sup> Links to the Hunsley Primary Vision Statements, Science Policy, Teaching and Learning Policy, Behaviour for Learning Policy, Curriculum Plan, Assessment and Reporting Policy, Prevent Policy, Statement of British Values, Mathematics and Numeracy Policy, and Literacy Policy.

# Hunsley Primary Characteristics of Learning

1 2 3 4

Behaviour for Learning	<b>Being willing to have a go</b> <ul style="list-style-type: none"> <li>Initiating activities</li> <li>Seeking challenge</li> <li>Showing a 'can do' attitude</li> <li>Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul>	
	<b>Keeping on trying</b> <ul style="list-style-type: none"> <li>Persisting with activity when challenges occur</li> <li>Showing a belief that more effort or a different approach will pay off</li> <li>Bouncing back after difficulties</li> <li>Engaging in open-ended activity</li> </ul>	
	<b>Being involved and concentrating</b> <ul style="list-style-type: none"> <li>Maintaining focus on their activity for a period of time</li> <li>Showing high levels of energy, fascination</li> <li>Not easily distracted</li> <li>Paying attention to details</li> </ul>	
Working Positively Together	<b>Finding out and exploring together</b> <ul style="list-style-type: none"> <li>Working in partnership to ensure positive co-operation</li> <li>Showing curiosity about objects, events and people                             <ul style="list-style-type: none"> <li>Showing particular interests and interest in The Team achievements</li> <li>Acting out experiences with other people</li> <li>Taking on a role</li> </ul> </li> </ul>	
	<b>Making a positive contribution</b> <ul style="list-style-type: none"> <li>Being a full member of The Team</li> <li>Being responsible for own choices and actions and helping others to do the same</li> <li>Respecting others' ideas, beliefs and contributions</li> <li>Respecting and participating in the democratic process</li> <li>Showing an understanding of right from wrong</li> </ul>	
Independent Learning and Enquiry	<b>Having confidence in their own ideas</b> <ul style="list-style-type: none"> <li>Thinking of own ideas</li> <li>Finding ways to solve problems</li> <li>Finding new ways to do things</li> <li>Having self-knowledge, self-esteem and self-confidence</li> </ul>	
	<b>Choosing own ways to do things</b> <ul style="list-style-type: none"> <li>Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>Checking how well their activities are going</li> <li>Changing strategy as needed</li> <li>Reviewing how well the approach worked</li> </ul>	
Organisation and Communication	<b>Taking pride in learning</b> <ul style="list-style-type: none"> <li>Showing satisfaction in meeting their own goals</li> <li>Completing activities to their best standard</li> <li>Being proud of how they accomplished something - not just the end result</li> <li>Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul>	
	<b>Being able to organise their own learning</b> <ul style="list-style-type: none"> <li>Making links and noticing patterns in their experience</li> <li>Making predictions</li> <li>Testing their ideas</li> <li>Developing ideas of grouping, sequences, cause and effect</li> </ul>	
	<b>Using the 'language of learning'</b> <ul style="list-style-type: none"> <li>Discussing and describing (Working Scientifically)</li> <li>Reflecting, questioning and reasoning (WS)</li> <li>Capturing and recording (WS)</li> <li>Practising and applying in different contexts (WS)</li> <li>Going deeper and taking next steps (WS)</li> </ul>	

