

Forres Sandle Manor (Academic) Policy

Policy Title	Learning Powers
Policy Lead (Appointment (& Initials))	Deputy Head Academic (WP)
Date of Last Review	September 2021
Date of Next Review	September 2022

LEARNING POWERS POLICY

GENERAL RATIONALE

At FSM we believe that children should begin to understand how they learn, as well as what they learn. Our aim is to help children acquire the means to be successful learners and become better thinkers. We want them to have a growth mind-set where they are encouraged to have an attitude and disposition that promotes good learning. If children are taught to think more clearly, to express themselves and their thoughts more eloquently; and grow in self-confidence as a result.

Learning to learn is the key skill of the 21st Century. Pupils should leave FSM knowing how they learn best, ready to face a lifetime of learning with confidence and enjoyment. The children need to reflect on their own thought processes. Strategies for dealing with questions or problems need to be made explicit to them. We want to introduce them to the language of thinking.

AIMS

We want to celebrate the skills of thinking alongside the practical skills or academic knowledge. At FSM we endeavour to actively promote our Learning Powers, which encourage children to develop good learning habits.

DEFINITIONS

The official 6 Learning Powers consist of Communication, Collaboration, GRIT, Risk-taking, Reflection and Independence. These were voted on by both the children and staff.

They are listed in our journals (Y3-Y8) and referenced to explicitly in our planning.

SHOULD have powers of:

- Communication
- Collaboration
- Independence
- Reflection
- G.R.I.T.
- Risk-taking.

There are a further 9 'unofficial' Learning Powers (referred to as: could or might below) which teachers, tutors and pupils can focus on and develop if they wish to make them even better equipped learners.

COULD have powers of:

- Curiosity
- Organisation
- Problem-solving
- Perseverance
- Responsibility

MIGHT have powers of

- Creativity
- Initiative
- Originality
- Thinking

As well as embedding these traits into our Programmes of Study we will focus on one particular trait each half term.

These Learning Powers will support FSM to create a range of learners:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participants.

PROVISION

THE PRINCIPLES OF IMPLEMENTING THE FSM LEARNING POWERS

Learning through discovery, enquiry-based learning, active learning pupil-centred learning and interactive teaching is not new; it is tried and tested. Through group work, individual work, academic work, practical work, up-and-doing, sitting still, open-ended investigation, structured investigation, drama, analysis of text, competition, cooperation, fun, careful concentration, debate, peer teaching, construction, deconstruction, music etc. etc. our children can experience learning.

The pedagogy of the Learning Powers dovetails with our subscription to the PSB philosophy.

A 'good' learner makes connections, questions, is confident in taking risks, has a thirst for knowledge, is curious, perseveres, communicates well, is literate, is flexible, is willing to have a go, generates ideas, acts with integrity, thinks for himself, learns from mistakes, is a 'shaper', is critical and self-editing, shows initiative, gets on well with others, has a 'can-

do' attitude, makes a difference, listens and reflects, respects others and has good self-esteem.

RESOURCES

Assessing, recording and tracking evidence of the development of these Learning Powers is recorded in the journals. The children will continue to be encouraged to record their thoughts, evidence etc about each Learning Power at suitable times during the week. All teachers will use stickers, felt-tip pen dots and/or comments in the journals to encourage dialogue between child and tutor.

Tutors will carry out a Learning Powers review session with their tutees on a regular basis. The essential point is that the children must demonstrate that they are thinking about and actively seeking to develop each one.

CONTINUOUS PROFESSIONAL DEVELOPMENT

To embrace the whole child in a range of sound social and moral ideals we want to create genuine inclusion, promote citizenship and develop thinking skills. Indeed the grand aims are to:

- Help children become skilled, self-aware and independent learners.
- Help children become, socially aware, inclusive and democratic citizens.

Such learning can only occur experientially, and these aims are only achieved if the learning experiences are delivered on a regular basis. A consistent approach to promoting the Learning Powers at FSM is essential.