



For further details on The Learning Skills Curriculum and other work of the Clifton Partnership please visit:

www.clifton-partnership.org.uk

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The Learning Skills Curriculum

Foreword

The Zone's core team, sanctioned by our Headteachers, has devised this Learning Skills Curriculum, involving a Learning Skills Champion from each Zone school to assist with its development and delivery.

I would like to thank all the staff who have been part of the roll out of the Learning Skills Curriculum. It is making a difference to the achievement and participation of all our pupils by engaging them, at last, as active and skilled partners in the learning on offer. There is more to do - our challenge is to build upon the initial success and further impact on the harder-edged attainment results.

Barry Gow Project Director
Clifton Partnership Education Action Zone

Introduction

The work of the Clifton Partnership Education Action Zone has always placed youngsters and their needs at the centre of everything that we do. We work to try to raise the Attainment, Achievement, Aspirations and Attendance (4As) of all our youngsters through a range of strategies, initiatives and activities. Learning has always been at the heart of this work.

As a result of this, teachers within our schools have had the opportunity to develop a wide range of initiatives such as Philosophy for Children (P4C), Building Learning Power, Enterprise etc in order to try to improve learning and learning opportunities for our youngsters. All these help make learning engaging, meaningful and relevant and address underlying issues associated with the 4As, yet we felt that something was needed to pull them together.

Using sound psychological and educational theory, and with regard to other demands and contexts within which our teachers have to work, such as the National Curriculum, DCFS, and Every Child Matters requirements, we devised what we consider to be a coherent Learning Skills Curriculum. It had to have youngsters and learners at the centre, deliver against our aims and be so engaging that youngsters and staff loved working with it. The evidence so far shows that it is.



All the work has regard to the requirements of the National Curriculum, which states that:

'The school curriculum should develop enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and highest attainment for all pupils.' (QCA 1999)

Every Child Matters themes have also been taken into account, particularly in respect to 'enjoying and achieving', through encouraging youngsters to develop a greater understanding of how to access, take responsibility for and progress their own learning. One of the aims of the DfES, as it was when the Learning Skills Curriculum was first devised, was '

(To) enable all young people to develop and to equip themselves with the skills, knowledge and personal qualities needed for life and work' (DfES 2001). The Learning Skills Curriculum aims to help achieve this.

“Since we can’t know what knowledge will be most needed in the future it is senseless to try to teach it in advance. Instead we should try to turn out people who love learning so much and learn so well that they will be able to learn whatever needs to be learned”

John Holt



Theoretical perspective

Our work is heavily based upon the work of Vygotsky, with acknowledgements to the contributions that Piaget and Bruner made to the debate. We have worked on Vygotsky's theory that language is a primary psychological tool, which transforms social experience into higher mental processes. We aim to encourage teachers to use the language of learning, to make learning explicit and thereby give this language of learning to our children; we encourage youngsters to actively use what they already know from their everyday lives to make links with more abstract concepts in new learning. Vygotsky talked about the importance of 'inner speech' in transferring the external world into our internal world. We encourage youngsters to plan to reflect upon their learning at all points. Like Vygotsky, we encourage our teachers to be relentlessly optimistic. We believe that learning leads development and that we can help our children to progress by giving them a 'mediated learning experience', with staff mediating and modelling learning. We understand the importance of social interaction within learning and we encourage peer support and collaboration in order to drive higher level thinking. This is based upon Vygotsky's 'zone of proximal development', which recognises that what can be done with adult guidance or peer collaboration exceeds what can be done alone.

Introduction to the booklet

The booklet aims to provide a framework for teachers, which can be used as a basis for planning, reference and assessment. There are also two further sections which give a flavour of how the Learning Skills Curriculum is currently being used within our schools to plan (pages 15-16) and assess (pages 17-18).

The 'Learning Skills Crew' are to be found throughout the booklet. These are the characters devised to not only engage and motivate but also to act as a prompt to help youngsters to remember the key elements of the learning skills.

Framework for Teachers

The key Learning Skills are outlined on the following six double pages, along with some explanation and rationale for each one. Within each of the Learning Skills the elements of that skill have been broken down into 'statements'. The statements are arranged by key stage, with KS2 being split into 'upper' and 'lower'. Each statement represents a broad average expectation for a youngster at the end of that key stage. There is no hierarchy implied by the numbering of the statements; this just permits ease of reference.

The intention is that teachers will use these statements to either plan from directly or use it to cross-reference with their existing planning. Whether a teacher teaches in Foundation or KS3 they should have regard to the whole document. Feedback from teachers has indicated that children's skills may be more highly developed in one particular area than others, and that results of skills audits using the framework can be surprising. It is also imperative that we are constantly reminded of what we aspire to for all our learners.

Problem Solving

Key Skills					
Foundation Stage		KS1	Lower KS2	Upper KS2	KS3
1	Choose an activity, given a number of options.	● Make choices when solving problems, with adult support.	Make a choice independently.	Use pre-existing knowledge and plan to address a problem.	Show a systematic gathering of information to contribute to making a plan.
2	Show curiosity non-verbally and sometimes verbally.	● Identify/name the problem, with adult support.	Identify/name the problem independently.	Name the problem, and break it down into steps.	Work systematically to address a series of sub-problems over a period of time to address a larger problem.
3	Use trial and error to overcome problems within play situations.	● Explore strategies more systematically through teacher-led activities.	Begin to test strategies more systematically to address a problem.	Generate some hypotheses, plan a strategy.	Generate hypotheses taking account of knowledge and ideas of others.
4	Tell a known adult what happened/what you saw	● Articulate findings.	Show findings in a variety of ways.	Explain your findings in an increased number of ways.	Explain your findings clearly, showing an awareness of standard forms of presentation.
5	Tell a known adult what you did	● Name the best strategy.	Describe the pathway that you took to arrive at your findings.	Make revisions. Describe and evaluate.	Be prepared to make large revisions. Evaluate and draw conclusions. Develop applications for other areas and learning.

Cross Reference to Early Learning Goals		K&U	● Exploration and Investigation
PS&D	● Dispositions and Attitudes	PD	● Using Equipment and Materials
CL&L	● Language for Communication	CD	● Being Creative
	● Language for Thinking		

“There are no big problems, there are just a lot of little problems”

Henry Ford

The Learning Skills Curriculum offers a means to help youngsters tackle problems and make decisions, and in this sense ‘Problem Solving’ is distinct from all the other Learning Skills. Some statements from other sections link more overtly with ‘Problem Solving’ (Critical and Creative - 1, 2, 3, 5 and 6, Reflection - 1 and 2)

Problem Solving may largely be considered to be a ‘process’; either a series of steps or a cyclical process, which may be described as the plan-do-review cycle. These steps are broadly:

- 1. Identifying the problem
- 2. Understanding the problem
- 3. Generating ideas for tackling the problem
- 4. Choosing one method and trying it out, and
- 5. Evaluating what has happened.

Becoming skillful at problem solving is based not only on the ability to understand and use sequenced steps, but also a willingness to be adaptable, to look at the whole and also the parts, to experiment, to take risks, to make mistakes and reflect and learn. Youngsters may need to collaborate or work independently, listen, consult, and persuade others.

Unpicking ‘problem-solving’ and ‘decision-making’ is a valuable exercise for youngsters, and making the skills explicit is one way of tackling this. The LSC aims to help to do this.

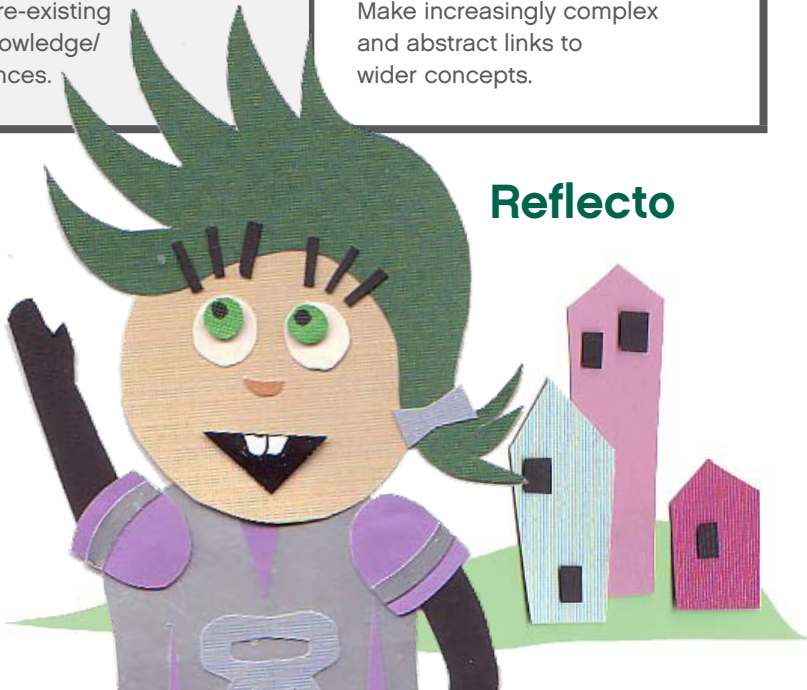
Professor Thought Shower



Reflection

Key Skills					
Foundation Stage		KS1	Lower KS2	Upper KS2	KS3
1	Name some of the activities on offer.	Discuss options with peers and adults.	Name the problem and at least two strategies to address.	Name the problem, break it down into steps and generate some strategies.	Name the problem, break it down into manageable steps, draw up a timetable and strategies, showing use of a variety of techniques to address .
2	Choose an activity, and decide upon and access resources with some adult support.	With peers, decide what resources are needed for a task and access them.	Independently decide upon resources and access them from a range of areas within school.	In resourcing, take account of possible alternative eventualities.	Have a thorough plan for resourcing before commencing a task.
3	Say what you are good at, with some adult support.	Say what you find easy/difficult.	Say what you want to get better at.	Name strengths and weaknesses and a target to address weaknesses.	Describe your skills and qualities and how you are working to address areas of weakness.
4	Take part in a range of learning opportunities - play/listen/talk.	Describe some ways in which we learn.	Be aware of different learning styles.	Name preferred learning styles and appreciate that different activities require different learning styles.	Be flexible in the use of learning styles according to the needs of the task.
5	Discuss what you did at the end of an activity/task.	Plan to reflect at the end of a task.	Begin to plan for reflection during a task.	Plan appropriate points to stop, reflect and revise as necessary.	Build on previous reflections and use them to identify reflection points when planning tasks.
6	Say if what you did worked.	Say what things you did worked and what you would do differently next time.	Reflect on various stages of the task and explore alternative approaches as necessary.	Reflect on the task/activity at various points and use knowledge gained to revise and plan for current and future learning.	Know when to stop, reflect and revise actions during a task and draw out learning for yourself and others.
7	Recount experiences to an adult.	Make conceptual links with previous experiences.	Actively search for pre-existing skills/knowledge.	Apply pre-existing skills/knowledge/ experiences.	Make increasingly complex and abstract links to wider concepts.

Cross Reference to Early Learning Goals			
CL&L	● Language for Communication	PSED	● Dispositions and Attitudes
	● Language for Thinking		● Self-confidence and self-esteem
K&U	● Designing and Making	CD	● Self Care
			● Being Creative



“Learning without reviewing is like running a bath with the plug out”

Anon

Being reflective is crucial to the Learning Skills Curriculum. One of its premises is that youngsters will be more effective learners if they are able to think about and articulate how they learn. Being reflective is about youngsters being taught to be ready, willing and able to become more strategic about learning. We want youngsters to be able to:

- Plan - work learning out in advance. Identify the problem, plan a strategy and the resources that they may need
- Revise - monitoring and adapting along the way, including planning for reflection points
- Distil - draw out lessons from the learning. Think about targets and how to address issues. Identify and apply pre-existing skills
- Think about learning - to understand learning and themselves as a learner. Encourage youngsters to think about thinking and learning. Understand yourself as a learner, how best you learn.

Reflection links very well with Assessment for Learning and we need to plan activities to help youngsters learn how to reflect and build in reflection points to all the work that we present.

Resilience

Key Skills					
Foundation Stage		KS1	Lower KS2	Upper KS2	KS3
1	Have fun doing a task.	● Say what you enjoyed about a task.	Look for elements of a task you might enjoy.	Be engaged in all learning activities.	Enjoy learning for learning's sake.
2	Know that you have to be have differently in different settings.	● Recognise some elements of what you need to do to be ready to learn.	Understand and describe how you need to behave to be ready to learn.	Take action to be ready to learn.	Take action to address issues which prevent you from learning.
3	Recount experiences to an adult.	● Make conceptual links with previous experiences.	Actively search for pre-existing skills/knowledge.	Apply pre-existing skills/knowledge/experiences.	Make increasingly complex and abstract links to wider concepts.
4	Show non-verbally and sometimes verbally if something is preventing you from concentrating on a task.	Identify what distracted you and how you could have avoided it.	Take action to limit distractions.	Recognise potential distractions and take action quickly to limit them.	Avoid distractions.
5	Describe what you are doing.	Recognise that you have targets and say what some of them are.	Say why you are doing a piece of work and state your targets.	State your targets and what you have to do to achieve them.	Describe your long-term goals, the short-term targets needed along the way and what your contribution and that of others is to support you.
6	Be engaged in a task, not of your choice, for a short period of time.	● Recognise that some learning will be difficult and is for us all at times.	Stick at a task which is not one of your preferences for increasing periods of time and recognise your achievement.	Complete a task that you find challenging and celebrate your achievement.	Recognise your own motivators and reward yourself for sticking at difficult tasks.

Cross Reference to Early Learning Goals	
PSED	● Dispositions and Attitudes
CL&L	● Language for Communication

“Our greatest glory is not in never falling but in rising every time we fall”

Confucius













Resilience is about youngsters learning to tolerate the feelings of learning and is an important element across all learning. We want to encourage youngsters to have the skills needed to be ready to learn, and in order to do that they need to be able to:

- Take action to avoid distraction.
- Make links to previous learning, using what they already know to help, i.e. actively seeking 'bridges'.
- Persevere with tasks.
- Understand targets, motivators and achievements.

To help youngsters to be resilient we can encourage them to break work down into manageable chunks, understand the bigger picture and how their work fits into this and what the purpose is.



Communication

Key Skills						
Foundation Stage		KS1	Lower KS2	Upper KS2	KS3	
1	With adult present: Show by your actions that you can listen for a period of time within a group.		Say what you need to do to be an effective listener.	Show that you can put effective listening skills into practice for increasing periods and notice these in others.	Be an effective listener most of the time, and know what you and others have to do in order to be responsive to a speaker.	Be an effective listener in a variety of situations, respecting the ideas and the person.
2	Respond to what is said non-verbally and verbally.		Respond appropriately in interaction with others.	Say how responses might vary dependent on audience.	Build upon what someone else has said, acknowledging their contribution.	Negotiate with others.
3	Ask a question of a known adult.	  	Formulate/ask questions with peers and adults.	Ask questions in response to another child's contribution.	Ask questions of a range of people, in a variety of contexts .	Ask challenging supplementary questions in response to the contributions of others.
4	Contribute to a discussion in a range of situations - e.g. pair, small group.	 	Speak audibly and clearly within small discussion groups.	Speak with increasing confidence in larger groups/ whole class discussion.	Speak confidently, taking account of the needs of a varied audience.	Confidently present to a range of audiences.
5	Say how something makes you feel.	 	Express ideas and opinions and give some reasons for holding them.	Through discussion, be prepared to modify ideas/opinions.	Contribute a persuasive argument on a range of topics.	Enter into extended dialogue with larger groups, sometimes with people other than peers and those that you know well.
6	Use pictures and writing to communicate.		Express ideas in visual/written form.	Begin to make choices, with support, about the most effective method to record information/ideas.	Make increasingly independent choices about the most effective way to record information and ideas, drawing from a wider range of available methods.	Decide upon the most effective method of communication in a wide variety of circumstances.
7	Take part in a range of expressive art-forms.	 	Through teacher-led activities, begin to experiment with how ideas can be conveyed through the arts.	Begin to make suggestions about how to express ideas through expressive arts.	Convey ideas/opinions through expressive arts.	Use a wide range of art-forms, with a developing sense of originality, to convey ideas/ opinions.

“If speaking is silver then listening is gold”
Old Turkish proverb

We have included ‘Communication’ within the Learning Skills Curriculum as an essential skill which is relevant at every level across the curriculum and beyond as a support to thinking and learning.

- Key elements are:
- Effective listening, including social listening (attending to the speaker, turn-taking, remembering and responding).
 - Speaking confidently and clearly - communicating, exploring and expressing experiences, sharing needs, hopes, fears.
 - Negotiating, questioning, discussing.
 - Conveying ideas through the most appropriate method.

Cross Reference to Early Learning Goals		K&U	● Exploration and Investigation
PSED	● Dispositions and Attitudes ● Self-confidence and self-esteem ● Self Care	CD	● Being Creative
CL&L	● Language for Communication		● Exploring Media and materials ● Creating Music and Dance ● Developing Imagination



Critical and Creative Thinking

Key Skills					
Foundation Stage		KS1	Lower KS2	Upper KS2	KS3
1	Give ideas to a known adult.	● Give ideas - generate with peers.	Generate creative ideas, drawing upon personal experiences and knowledge.	Generate increasingly creative ideas/predictions, drawing on information from several areas.	Construct hypotheses, based upon a wide range of sources and ideas.
2	Test out ideas practically - e.g. press/pull/push a new toy.	●● Test ideas practically - e.g. using new equipment.	Test ideas out practically, using a range of methods with adult support	Describe a range of methods to test out ideas and select the most appropriate.	Generate and evaluate a range of options to test hypotheses.
3	Show non-verbally and sometimes verbally that you recognise something as similar e.g. adult makes 'bridge' and child smiles or nods	●● Make links (bridging) with existing experiences/knowledge/ skills with adult support.	Make reasoned observations and generalise from one situation to another.	Test out and make reasoned judgements and be prepared to justify these.	Make reasoned judgements, deductions and decisions.
4	Observe and notice similarities and differences. Sort and match things by simple concepts - e.g. colour, shape, size.	● Organise and categorise for less familiar concepts. Compare and contrast.	Classify and suggest exceptions.	Classify more systematically and thoroughly and differentiate.	Classify and compare. Design and evaluate classification systems.
5	Say what you've done and how you did it.	●● Draw conclusions and explain them.	Draw conclusions, explain and evaluate.	Draw conclusions, explain and evaluate in more depth.	Draw conclusions, make inferences and formulate/re-formulate opinions and ideas based on findings.
6	Say what you did and what you could do differently next time.	●● Suggest changes with adult support.	Make changes independently and in a group of peers.	Independently and with peers make judgements and assess work and ideas.	Through discussion and independently, draw conclusions, make recommendations and be willing to make revisions as necessary.

“It needs creative thinking to come up with ideas and critical thinking to test them out”

Robert Fisher

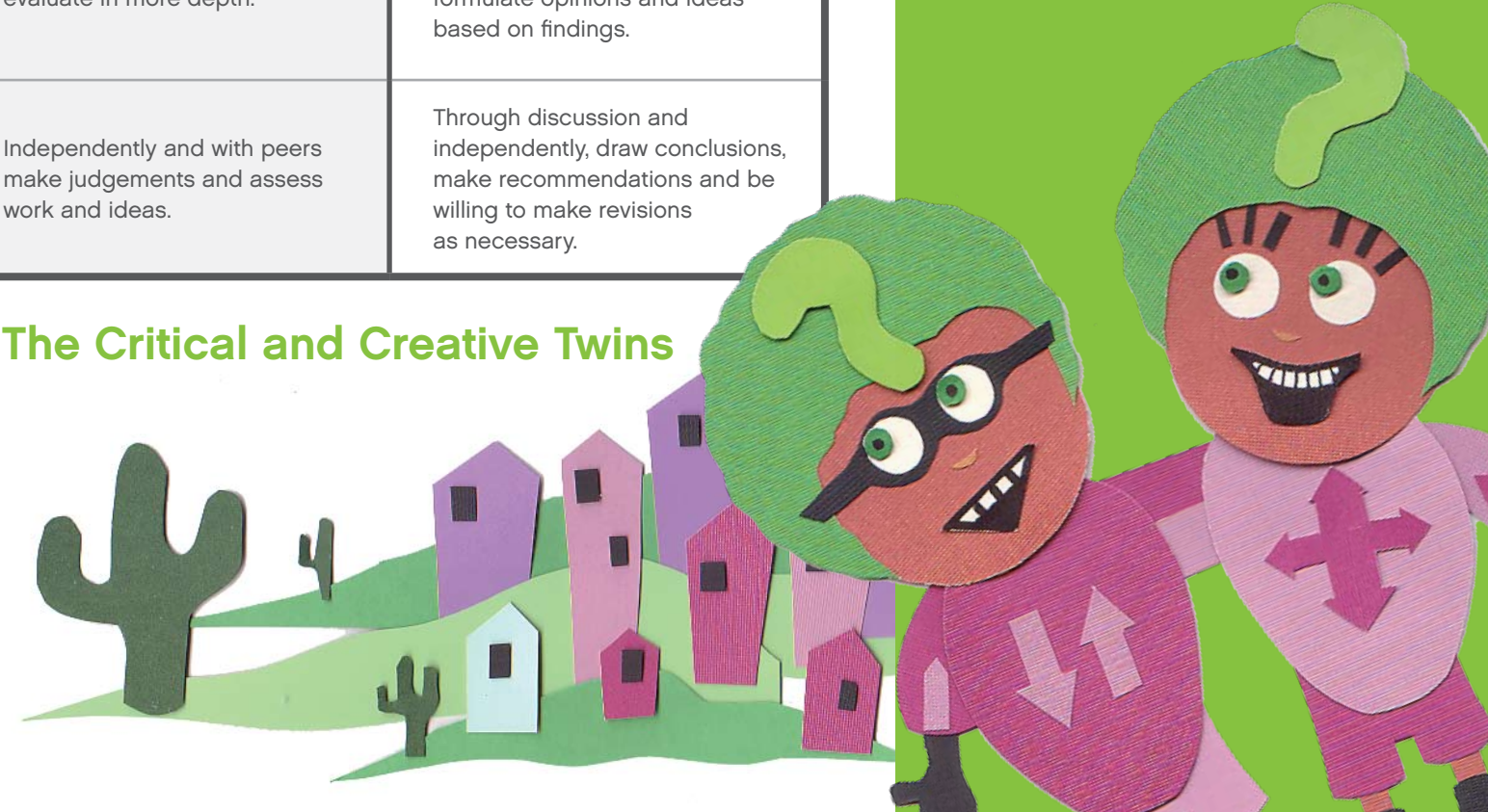
Critical and Creative Thinking skills are closely linked to 'Problem Solving' skills and involve encouraging youngsters to:

Think critically - logical thinking and reasoning including skills such as comparison, classification, sequencing, cause/effect, patterning, analogies, deductive and inductive reasoning, forecasting, planning, hypothesising, and critiquing.

Think creatively - creating something new or original. It involves the skills of flexibility, originality, fluency, elaboration, brainstorming, modification, imagery, associative thinking, attribute listing, metaphorical thinking, and forced relationships. The aim of creative thinking is to stimulate curiosity and promote divergence.

Cross Reference to Early Learning Goals		K&U	● Exploration and Investigation
PSED	● Dispositions and Attitudes	PD	● Using Equipment and Materials
CL&L	● Language for Communication ● Language for Thinking	CD	● Being Creative

The Critical and Creative Twins



Working With Others

Key Skills					
Foundation Stage		KS1	Lower KS2	Upper KS2	KS3
1	Participate non-verbally and sometimes verbally within a group.	Contribute verbally as part of a group.	Participate whilst taking account of the needs of others to contribute.	Collaborate respectfully in a variety of situations.	Be engaged, self-motivated and committed to making groupwork successful.
2	Copy non-verbal and verbal responses of others.	Say what someone else has done well.	Notice and name the group work skills of others.	Describe the skills of others and put them into practice.	Develop a willingness to refine your own skills through observing others.
3	With adult present: Show by your actions that you can listen for a period of time within a group.	Say what you need to do to be an effective listener.	Show that you can put effective listening skills into practice for increasing periods and notice these in others.	Be an effective listener most of the time, and know what you and others have to do in order to be responsive to a speaker	Be an effective listener in a variety of situations, taking account of the needs of others.
4	Encourage others to take a turn - e.g. pass items around a circle.	Help others to participate - show/tell them what to do.	Work outside usual friendship groups.	Begin to empathise with others on a local/national/global scale.	Begin to understand democracy and global responsibilities.
5	Enjoy working in a group - e.g. playground game, turn-taking game.	Engage in structured group work activities.	Describe and practise a range of groupwork skills.	Develop an increasing range of group work skills - negotiating, problem-solving, debating.	Develop an awareness of when you are using groupwork skills and when it is appropriate to do so.
6	Enjoy working alone.	Recognise that sometimes you need to work as part of a group and sometimes independently.	Begin to make choices about when it is appropriate to work alone or in a group.	With support, use both independent and group work to contribute to a piece of work.	Work effectively to combine independent and collaborative elements within a task.
7	Take a role in play/role play.	Allocate and adopt roles within play/role play situations.	Understand that group work may be more effective if roles are allocated.	Be willing to adopt roles within group work.	Suggest, take up and sustain different roles, adapting and revising along the way.

“Less ‘me’ more we”

Anon

Youngsters need to be able to get along with and work with others in order to be effective learners. The statements within the ‘Working with Others’ section link especially to ‘Communication’ statements 3 and 5. The key elements of this learning skill include:

- Reflecting upon, noticing and respecting your own and the group work skills of others.
- Collaborating respectfully - both the ideas and the person and a commitment to participating and helping others to participate.
- Communication skills, including questioning, listening and persuading
- Empathising - taking another’s perspective.
- Inter-dependence - balancing self-reliance and the need to collaborate.
- Allocation of roles - taking account of existing skills and the need to develop skills.

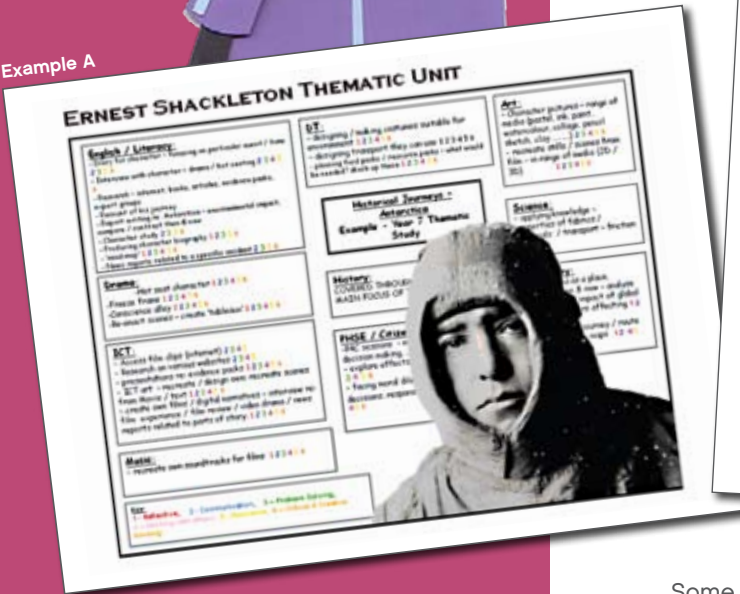
Cross Reference to Early Learning Goals	
PSED	Dispositions and Attitudes Self-confidence and Self-esteem
CL&L	Language for Communication Language for Thinking
CD	Developing Imagination and Imaginative Play

Captain Team Work





Example A



“I think it’s made my teaching sharper. I ask the right questions.”

KS1 Teacher

“Our young Clifton Learners in Year 7 are immersed in the vocabulary and philosophy of the 6 Learning Skills, especially in Thematic Studies and EPA. Their capacity to reflect upon and discuss their own learning is exceptionally mature and is already having a positive impact on their whole attitude to school.”

Deputy Head Teacher

“I have learnt how to reflect.”

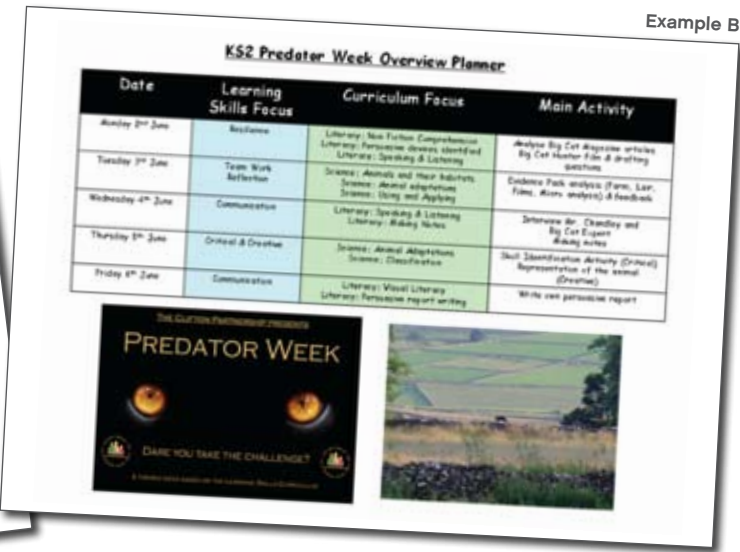
Year 4 pupil

Support for Planning

The following section describes ways in which the Learning Skills Curriculum can be incorporated into planning.

The flexibility of the Learning Skills Curriculum has meant that schools can slot it into their existing planning with very little work involved. One of our main concerns in its development was that schools should not see it as something that replaces the good work already being done, rather that it complements what they already do.

Example B

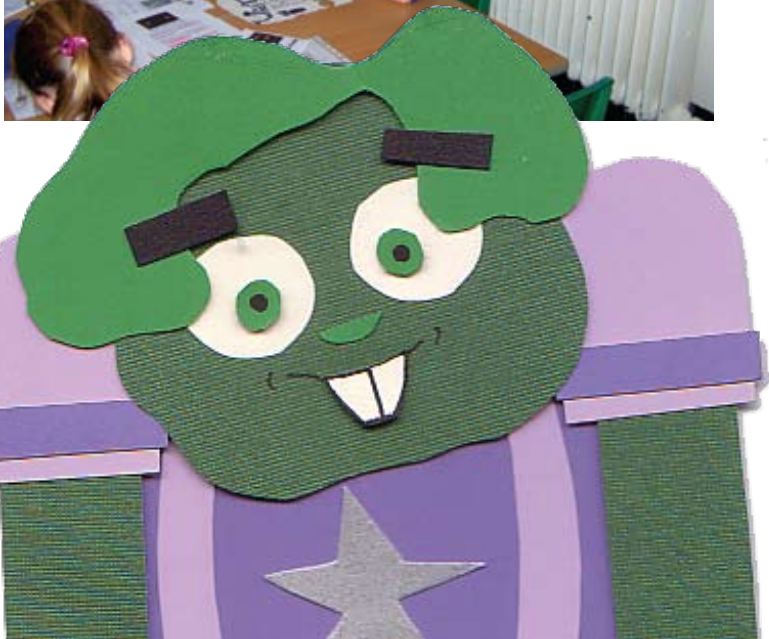
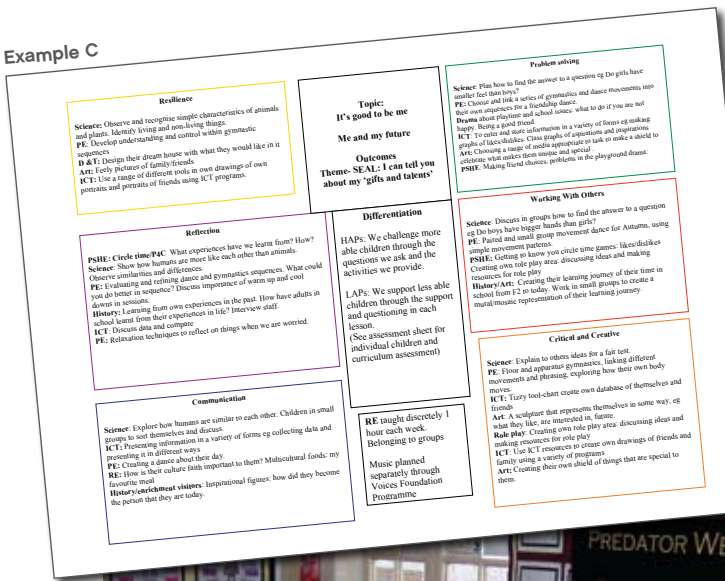


Some staff have linked their existing planning to the six key learning skills, as in this example of a topic arising from a very successful re-modelled Y7 curriculum. (Example A) The cross-curricular theme was developed initially, with Learning Skills Curriculum links added afterwards.

Other schools, however, have taken their starting point as the Learning Skills Curriculum and built their content around it. (Example B and C)



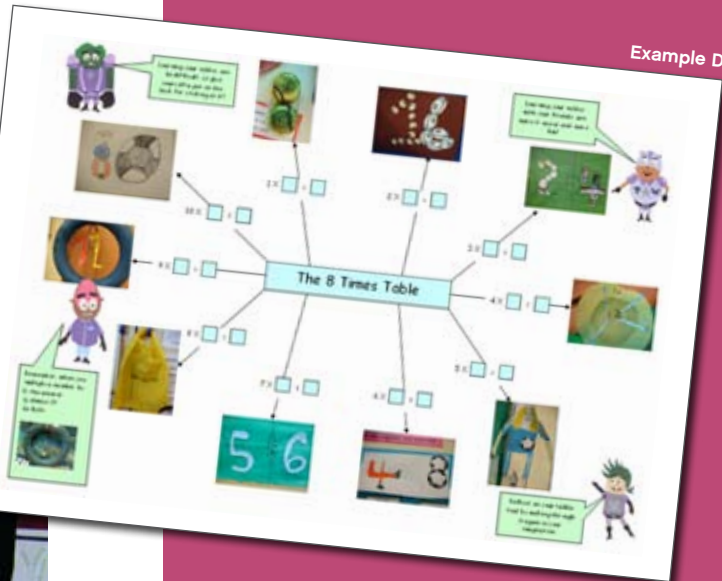
Example C



The Learning Skills characters can be included on sheets the children can use too, as in this example of a tables trail from a school's maths week. (Example D) Using the characters as graphics on such sheets makes them pupil-friendly whilst reinforcing the skills they will need to call upon to do the task.

Whatever format of planning used, it becomes more effective if shared with pupils. Feedback to date has also shown that this becomes even more powerful if Learning Skills Curriculum characters are used, as pupils quickly make the link between the characters and the skills they represent.

Example D



“The Learning Skills Curriculum has put fun, child-initiated fun learning back into the forefront of teaching and learning in our school. The children are enthusiastic about learning and can identify the key skills they are using, through the colourful characters.”

Y2 Teacher

“Showing character posters on the interactive whiteboards particularly as part of self assessment in the plenary seems to be getting children talking not just about what they are learning but also how they are learning.”

Y6 Teacher

“We are seeing a phenomenal impact. The attainment of the children in Year 1 and 2 is better than we normally expect at this stage in the year.”

Deputy Head Teacher

Pupils' Quotes

“Our group worked well because we all had different skills and then we combined them together and came up with a whole range of ideas. We all worked well in the group and shared ideas.”

“I was shocked that our whole team got along with no problems at all. Its not just about me or you it's the whole group that matters. It isn't all about the main person.”

“I think that our group worked not so good in the first group, because we didn't communicate. But we did good in the last group.”

“We have enjoyed working together as a group. I enjoyed solving this problem because it helps you with your learning skills. We communicated well together, although we did have a few problems, we sorted them out. Altogether I had fun!”

“I don't really like Literacy... but I kinda liked it this week.”

“It's sort of problem solving... and I like that in Maths and Science...I've used it with Literacy this week.”

“I can have a reasoned argument now... I have the words.”

Support for Assessment

The following section describes creative ways of assessing within the Learning Skills Curriculum.

Assessment for Learning (AfL) is integral to the Learning Skills Curriculum. The Reflection element demands that AfL is done in order to make teaching and learning more effective and meaningful by encouraging both teaching and learning to have a sharper, Learning Skill, outcome-led focus.

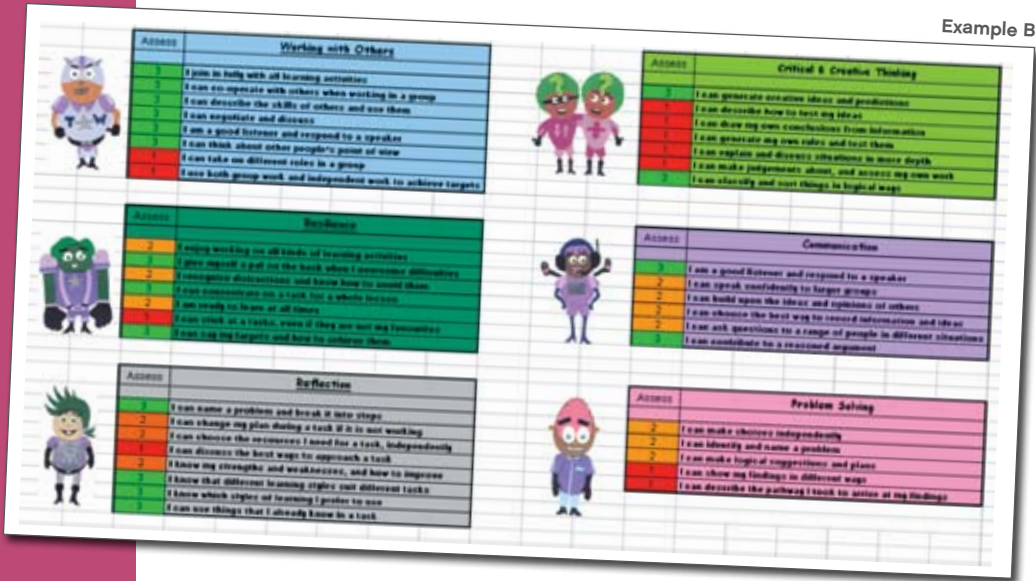
Resources such as learning boards, learning walls, puppets, posters, animations, etc have all been used to great effect and encourage the children to actively reflect on their learning.

One school developed a scrapbook (Example A), a page for each Learning Skill character, in which the children can note things they've done to exemplify the skills.

Example A



Example B



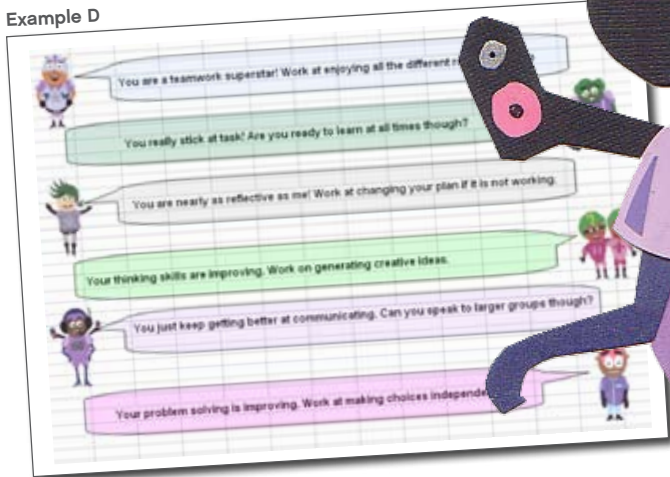
ICT-based assessment packages have been developed, for both children and teachers. This example (Example B) shows one where children can assess themselves using either a numerical or 'traffic light' system and their results are shown on a summary page, (Example C) along with a motivational statement. (Example D)

Opportunities exist therefore to allow schools to be highly creative in the way they plan and assess. These are just a couple of examples - please feel free to visit the website for more information and ongoing evaluations.



Example C

Example D



Teachers' Quotes

“The power of talk and reflection in the classroom has been what has made the LSC so successful in our school.”

Deputy Head Teacher

“The level of independence and maturity is also much greater than that of the children who were not following the same curriculum last year.”

KS1 Teacher

“The impact of the LSC in our classrooms has been part of the latest round of observations and these have shown that the characters were being used very effectively to develop the key skills in the children.”

Deputy Head Teacher

“The Learning Skills curriculum focuses children on the skills they need to learn effectively, it supports our 'can do' ethos and

compliments perfectly our creative approaches to teaching and learning and AfL. The children love the characters and understand what they need to do

to achieve the criteria in each area. Together with peer support the self-assessment tool is helping children to be discerning thinkers, who challenge each other to provide evidence of how and when a statement

has been achieved. Simply brilliant!!”

Head Teacher