



Developing Learning Skills



“The only time my education was interrupted was while I was at school.”

Winston Churchill

What do we mean by good learning?

- 'Have a go' attitude
- Curious
- Creative
- Resilient
- Focused
- Questioning
- Confident
- Has a range of thinking skills
- Can apply knowledge and skills

Why are these attitudes and skills important?

- Enable pupils to be independent learners
- Enable more creative learning and problem-solving
- Give pupils a better chance of success as they are more likely to embrace challenge
- Enable pupils to be more successful in the continuous drive towards higher curricular targets

“The Wobble”

The wobble is what we experience when we are asked to do something new.



“The Wobble”

We need to experience the wobble in order to move forward with our learning.



“The Wobble”

Our role is to develop in our pupils the skills necessary to overcome the wobble and experience successful learning.





You have 2 minutes to draw a house. We will mark your work together at the end.

- How did you feel when you saw the instructions?
- What made you feel most nervous?



Flat roof = 5 points

Each window pane = 2 points

Chimney = 5 points

Curtains at window = 5 points

Front door = 2 points

Round door handle = 5 points

Window in door = 5 points

Brickwork detail = -10 points

Garden (including a path!) = -10 points

Smoke from chimney = -10 points



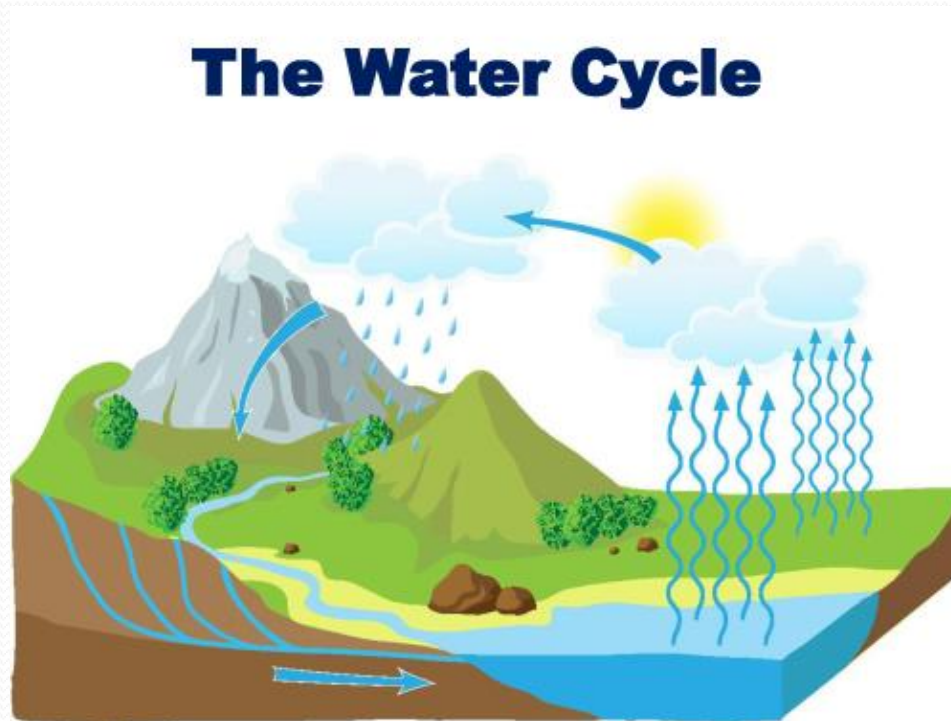
This activity teaches us several things:

- The importance of giving pupils clear criteria if we want a certain outcome
- The worry that 'assessment' brings to a task
- The importance of allowing people to have time to be creative

Are we too restrictive in what we expect?

Do our pupils only show us what they think we want to see?

What would happen to the water cycle if you removed the sun?



Enjoy
the
wobble!

What would happen to the water cycle if you removed the sun?

- This kind of problem enables pupils to be more creative in their thinking.
- “Speak before you think”
- It enables them to develop many skills:
analyse, discuss, listen, explore, hypothesise, infer,
predict, question, respond, visualise

What would a good lesson look like?

- Pupils would go out with more questions than they came in with.



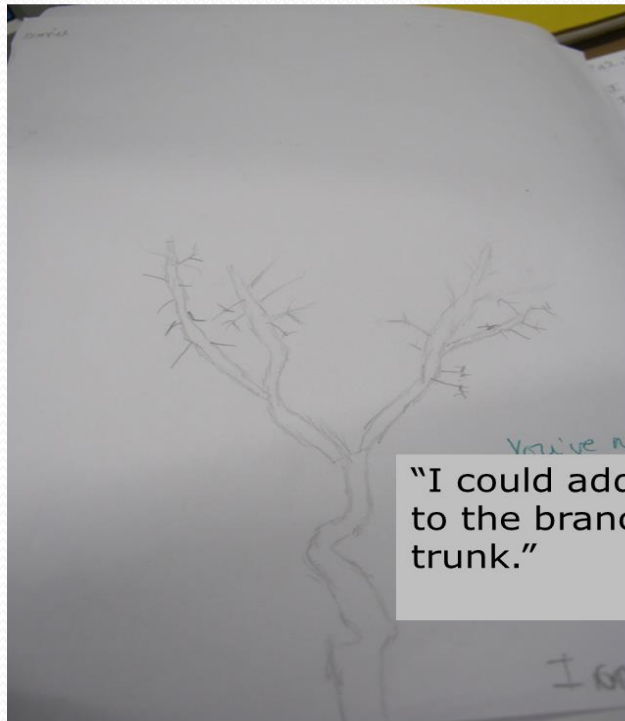
What would a good lesson look like?

- Pupils would be used to their ideas and opinions being questioned.

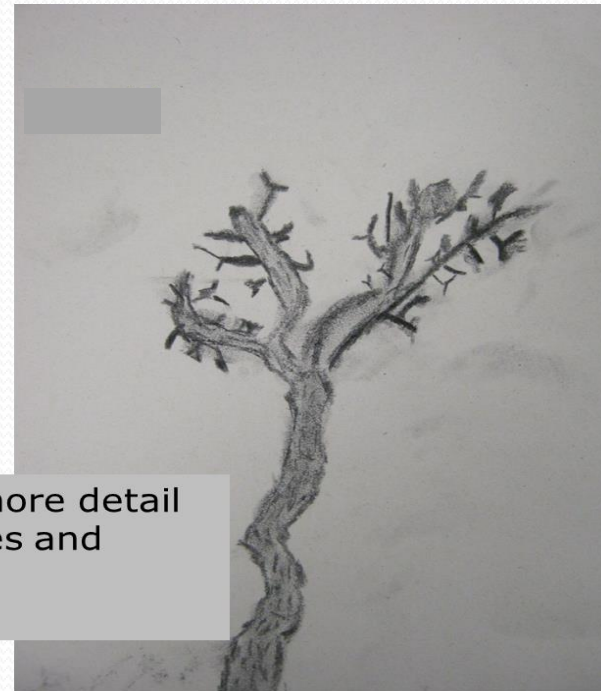
Not all of our questions answered,
but all of our answers questioned.

What would a good lesson look like?

- Pupils would be given the opportunity to improve their work following feedback.



"I could add more detail to the branches and trunk."



What would a good lesson look like?

- Pupils would be praised for their **effort** and **learning** rather than their intelligence or attainment.

I know that I am in control of my own success or failure.

So what are we doing in school now ?

- Displaying information about learning skills and how pupils can help themselves
- Talking openly about 'wobbling'
- Giving pupils a balance of 'wobble' and practise
- Praising pupils for effort, attitude and learning e.g. 'Star of the Week'
- Organising some lessons so pupils have a chance to use their feedback in their work.
- Giving children success criteria so they know how their work will be marked
- Recording progress in some key areas e.g. mental maths
- Giving pupils the chance to develop key thinking skills

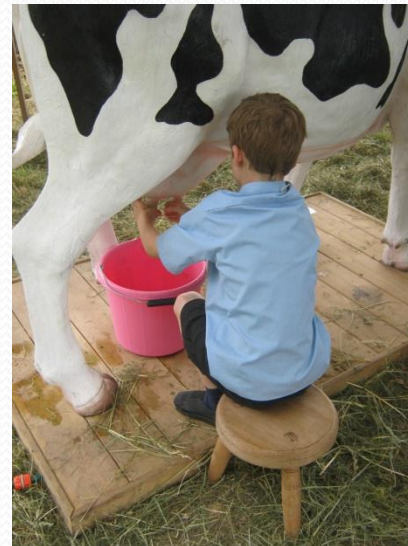
What are we doing next?

- Using 'straightforward' and 'more interesting' rather than 'easy' and 'hard'.
- Offering pupils 'breakthrough' activities where they have no previous experience and don't expect to succeed.



What are we doing next?

- Ensuring we question pupils' responses even when they are right
 - “ Prove it” or “Convince me”
- Regularly monitoring pupils' attitudes to their learning.



What can you do to help?

- Talk to your child whilst doing activities, such as shared learning, to find out how they are tackling their work
- Use 'straightforward' and 'more interesting'
- Talk about your own 'wobbles' and what you do to help yourself
- Encourage your children to be creative and to 'show what they know'
- Use 'prove it' or 'convince me'
- Avoid saying 'You're wrong'...mistakes are good, as we learn from them

Use our 'Super 7' questions with your child:

- What did you do today that made you wobble?
- What happened today that made you keep going?
- What mistake did you make that taught you something?
- What did you give most effort to this week?
- What was your proudest moment today?
- What will you do to challenge yourself tomorrow?
- What will you do to improve your learning?