



***Learning to be the
best we can be.***

RESILIENT
PROBLEM SOLVERS
MOTIVATED
COOPERATIVE
INDEPENDENT

'Learning Behaviours' at West Hill Primary School

At West Hill Primary School, we truly believe that 'learning' is the first step to success. All children have the potential to learn, but 'learning to learn' equips our pupils with the skills to be effective, lifelong learners.

It is our aim to support and prepare all our pupils for the challenges that may face them in the future. To help them develop the belief, capability and determination to be the best that they can be.

What are 'Learning Behaviours'?

Learning Behaviours are the attributes and characteristics that allow us to grow in terms of knowledge, understanding and skill. Without these behaviours, we are only as good as our ability to remember what we have heard or seen. Developing and embedding secure learning behaviours ensures our children are confident to tackle new challenges and are equipped with the ability to cope with setbacks.

At West Hill Primary School, we aim for our pupils to acquire the skills necessary to be:

- **Independent**
- **Motivated**
- **Resilient**
- **Cooperative**
- **Problem-solvers**

Each of these 5 skills has associated behaviours which have been shared and explained to the pupils through assemblies and within class.

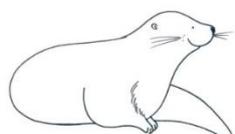
From the youngest children in our school, all the way up to Year 6, they are all developing an understanding of the sorts of learning behaviours that we expect, and what that looks like in the classroom and beyond.

Our logos:

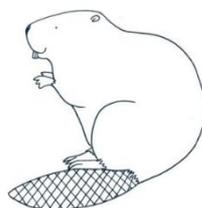
To help us identify with each of the 5 learning behaviours, we matched each one to an animal with strong links to East Devon. (Special thanks to Fran Williams for her stunning art work!)



Independent



Resilient



Motivated



Co-operative



Problem-solver

How do 'Learning Behaviours' link to the curriculum?

Children who are inspired learners have the confidence to recognise that by focusing on building learning skills and working hard they can achieve success.

As a whole school, we have a strong sense of expectation in place – a standard for the children to work towards – and these learning behaviours provide that. They form clear focus for the children which, in turn, creates the opportunity for teachers to feedback on work and behaviour.

That feedback can then lead to increased self-esteem and confidence; a vital ingredient for every child's education and preparation for a successful transition into adult life.

Celebrating Achievement

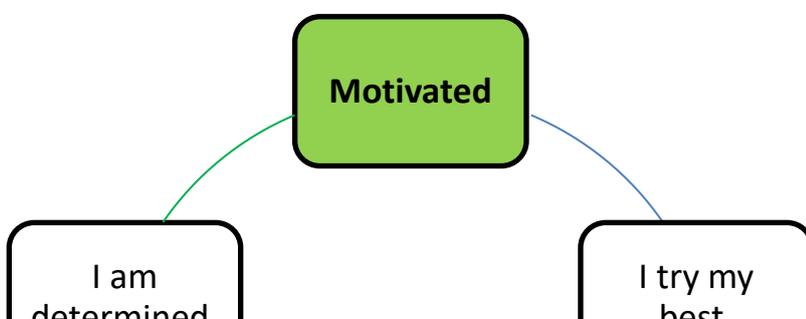
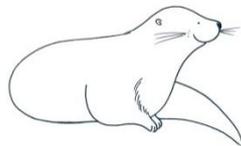
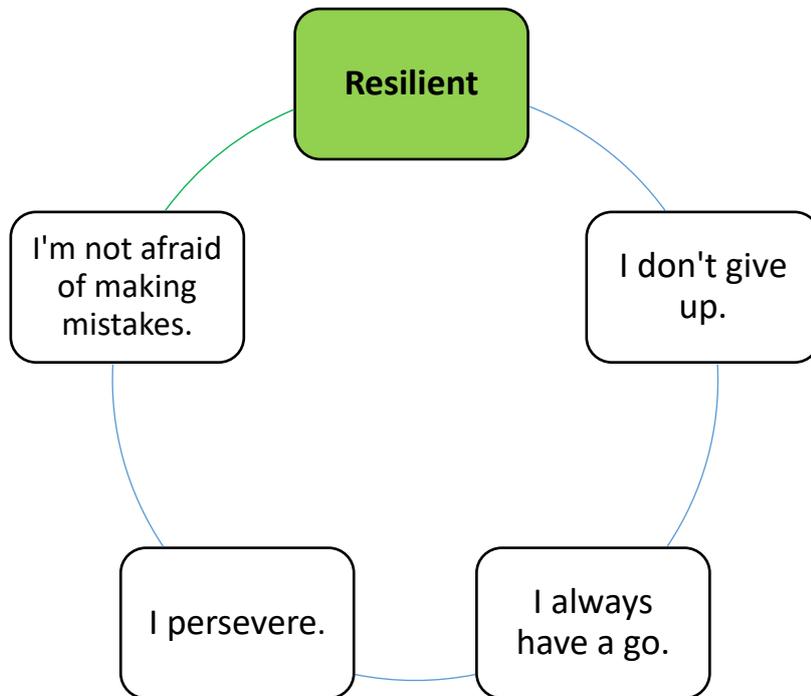
Within lessons and throughout each day, teachers will take time to verbally praise pupils for demonstrating characteristics of the learning behaviours. E.g. "That's excellent cooperation, Tom, well done."

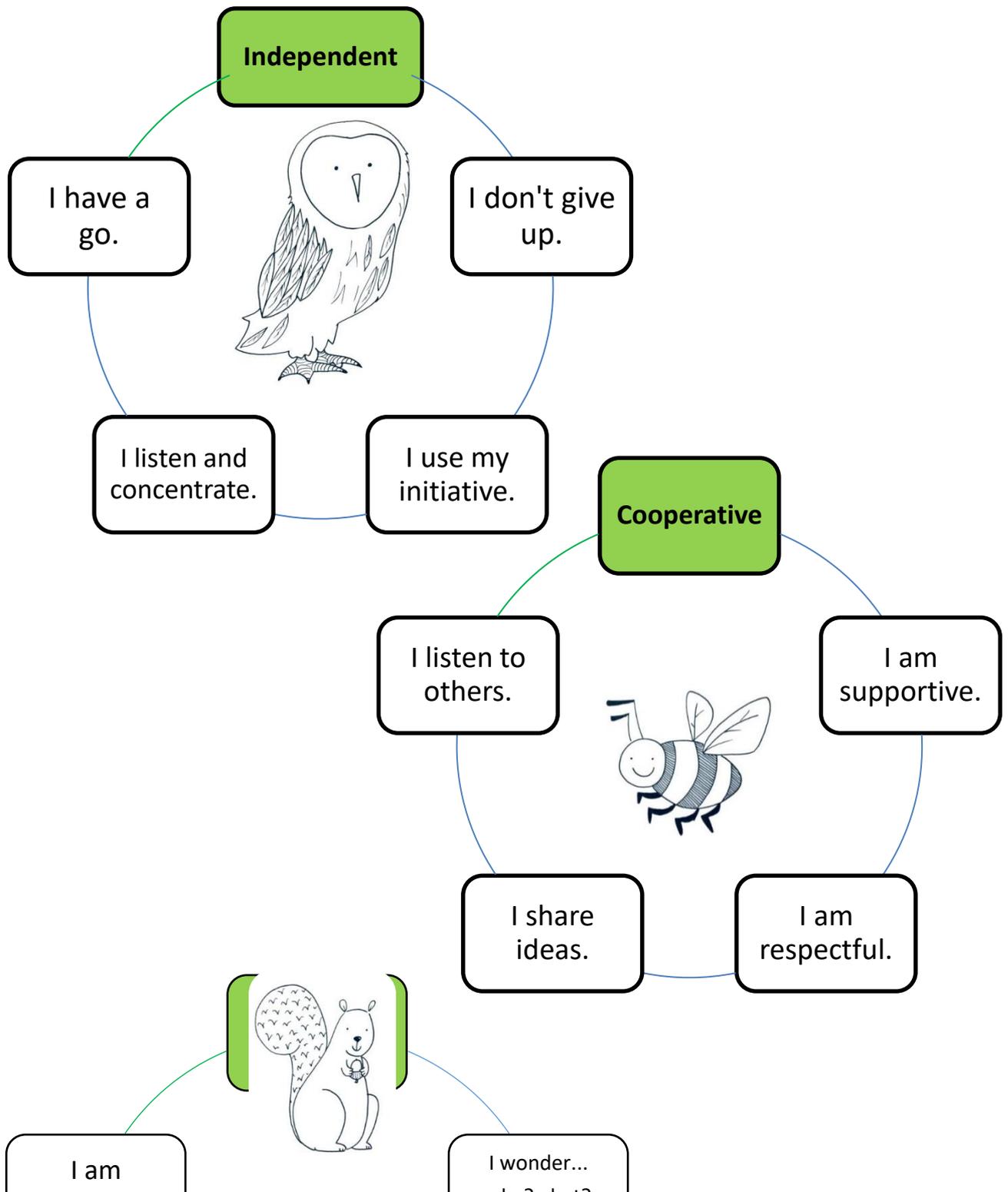
They may also choose to acknowledge it when marking pupils' books.

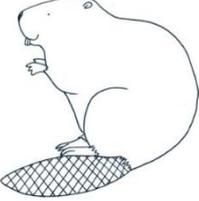
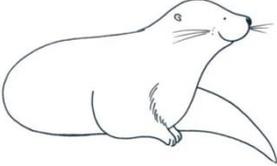
Teachers will also have certificates for each learning behaviour, which they may choose to award to any number of pupils each week. This may be 5 children receiving a certificate for 'cooperation', or just one child for being particularly 'resilient' that week.

Finally, once a term, all teachers will choose up to one pupil per learning behaviour, to be celebrated in a special assembly. These 5 pupils from each class will have their names celebrated in the final newsletter of the term and receive 25 house points each!

Learning to be the best we can be:





<p>Independent</p> 	<ul style="list-style-type: none"> • I listen to and act on feedback from others • I will try using the resources around me first before asking for help from an adult • I know that with enough effort, I can always make progress, no matter what I am faced with • I ask questions • I don't give up • I have a go first before asking for help • I can use my initiative • I am responsible for listening to and hearing the instructions
<p>Motivated</p> 	<ul style="list-style-type: none"> • I look for opportunities to challenge myself • "Look what I've found!" • I want to do the best that I can for me • I have tried my best • I concentrated hard • I am competitive with myself • I participate in lessons • I want to know more and understand better
<p>Resilient</p> 	<ul style="list-style-type: none"> • I don't give up when I don't get things right the first time • I know that 'failure' is a great place to learn from • I will keep trying even when I encounter difficulties • I show perseverance • I am not put off by being stuck • I always try my hardest • I try different strategies • I start on task quickly • I always have a go • I don't worry if it goes wrong • I keep improving • I can't do it - 'yet'
<p>Cooperative</p> 	<ul style="list-style-type: none"> • I understand that how I 'think', 'talk' and 'act' towards the others in my group, will affect how well we achieve • I know that my individual performance and contribution is equally as important as everyone else in the group • I recognise and value the strengths of everyone in my team • I can take on different team roles • I listened to others • I was kind and respectful to others • I took part and tried my best • I asked relevant questions • I appreciated others' ideas • I shared
<p>Problem-solvers</p> 	<ul style="list-style-type: none"> • I know that being 'stuck' is a good place – it is the point at which I am learning • I don't give up when things don't go so well • I can focus on one challenge for a sustained amount of time • I can work cooperatively with others or on my own to solve a challenge • I enjoy overcoming a problem • I enjoy celebrating my effort, even though I don't always get things right first time • I can refine my work to improve it • I can listen well to others and take on board their ideas and thoughts • I can look for patterns and connections and make links • I notice things • I become engrossed in what I am doing • I am excited to try new things • I have a "what next?" attitude