

Templenewsam Halton Primary School

Characteristics of an Effective Learner: Expectations by Year Group – To be used alongside curriculum/academic age-related expectations.

Minimum Expectations – By the end of the year pupils will be able to:								
Characteristics	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ENQUIRY	Show curiosity. Use senses to explore the world. Engage in open ended activity.	Make observations about the world around them. Ask why and how questions.	Follow own line of enquiry to satisfy their own curiosity.	Ask questions that build on prior knowledge and skills. Pursue their own lines of enquiry.	Apply the skills built on from Reception with greater independence.	Follow a line of enquiry through to its conclusion. Enjoy the acquisition of new knowledge. Accept ownership of their own learning.	Follow a line of enquiry through to its conclusion showing stamina over extended periods of time. Suggest ways of extending their own knowledge.	Participate in a wide range of lessons by asking and answering challenging questions. Explore challenging lines of enquiry by taking risks.
INDEPENDENCE	Put on own coat. Carry out toilet routines independently. Controlled use of snips. Follow routines. Know which things belong to them (coat, hat, bag etc.).	Fasten own coat. Collect and choose own resources. Controlled use of scissors. Hold a pencil correctly to form letters and numbers correctly. Change for PE independently. Have awareness of own belongings.	Choose a wider range of resources appropriate to a task. Colour inside lines. Follow all Y1 routines.	Draw a straight line with a ruler. Copy correctly from the board. Look after own belongings and be able to identify a full range of items e.g. book bag, kit, clothing etc. Take a message. Follow all Y2 routines.	To organise all belongings for swimming. Tie shoe laces. Stay on task without supervision. Follow all Y3 routines.	Communicate between home and school. Complete home learning routines independently. Organise themselves away from home. Attend lessons out of class. Complete learning independently when required. Follow all Y4 routines.	Be able to focus on and complete all learning tasks independently as required. Complete reading records. Be able to edit and self-appraise learning without an adult if required. Follow all Y5 routines.	Fully organise everything required for a day in school. Be able to undertake independent learning tasks across all subjects and wider curriculum areas when required. Follow all Y6 routines.
COOPERATION	Follow instructions. Take turns. Listen to each other.	Play/learn cooperatively. Listen to the ideas of other children and take these into account when making own decisions. Share resources.	Be able to support each other in learning. Play group games following a set of rules. Solve minor disagreements by listening to each other.	Learn effectively in pairs when required. Follow the direction of an adult.	Learn cooperatively in groups determined by an adult. Suggest ways of solving problems and/or disagreements and act upon them.	Consider each other's point of view in group learning tasks. Cooperate with others to solve wider ranging problems or disagreements	In group learning, be able to adapt to accommodate everyone's views. Know when a problem or disagreement can be solved independently and when to seek the support of an adult	Undertake learning unaided in a small or large group across a wide range of learning opportunities. Know when a problem or disagreement can be solved independently and when to seek the support of an adult across a wide range of issue.
RESPECT	Use please and thank you. Be aware of own feelings and know that some actions and words can hurt others Look after and tidy away resources.	Have an awareness of boundaries. Talk about consequences of their behaviour and which behaviours are unacceptable. Listen to others who are speaking. Respect resources.	Show respect to all adults. Consider how their actions can make others feel and apply this to how they would want to be treated. Understand the meaning of the word sorry.	Understand consequences of their actions. Respect the whole classroom environment and speak out where they see others not doing so.	Within the classroom accept constructive criticism. Show respect for differences in each other. Demonstrate actions that show a respect for all adults in school.	Respect everyone has the right to learn. Begin to respect others opinions and be accepting of other people's limitations.	Understand that their personal opinions and attitudes are not always a priority. To be able to use the language to talk about respect and responsibility in school.	Show exemplary manners at all times. Speak in a mature manner to all adults in school and to any visitors when in or out of school.
RESILIENCE	Persist with an activity of own choosing. Show a belief that a different approach could be effective.	Persist with an age appropriate activity when challenges occur. Be able to focus on an activity for 15-20 mins.	Show an ability to bounce back following difficulties. Know that changing strategies can support failure. Review an approach to change next time.	To not give up when faced with a range of challenges across the curriculum. Be able to focus on an activity for 30 mins.	See failure as an opportunity to learn. Be open to ideas to undertake a new task or a different approach to support learning even if this means starting something afresh.	To be able to solve smaller learning challenges independently. Show resilience so that events do not have a negative effect personally. Be able to focus on a specific activity for up to 45 mins.	Be able to take risks with growing confidence knowing that mistakes can lead to positive learning outcomes.	Listen and remain on task for up to one hour. Have the ability to focus on a problem-based task until an answer can be found across a wide range of curriculum areas and starting points.
COMMUNICATION	Speak clearly to known adults and other children. Be able to listen to an adult or other child for a short period of time. Be able to listen as part of a group for up to 10 mins e.g. story time. Follow simple 2-part instructions.	Speak clearly and with confidence to a known adult in school. To be able to sit and listen to a story for up to 20 mins. Speak out in front of peers and in small groups.	Be able to hold a 2-way conversation with adults/peers. Be able to express feelings through language choices. Speak out loud in front of a whole class.	Sit with an adult or child and be able to explain how they are feeling. Speak out loud in class and to other larger audiences, speaking confidently when in smaller groups. Be able to ask question rather than present a statement e.g. <i>My book is full.</i>	Explain their thoughts, feelings and ideas to adults and other children. Speak confidently in class and to larger groups.	Clearly articulate and explain their thoughts, feelings and ideas to adults and other children. Speak confidently in class and to larger groups including assemblies.	Explain their thoughts and feelings in a mature and respectful manner. Speak confidently to a range of audiences.	Speak confidently in wide ranging circumstances including to adults and other children who are unfamiliar e.g. visitors, when on visits, wider Red Kite staff.
ADAPTABILITY	Adapt an approach when the first attempt fails.	To be able to cope with small changes in routine. To be able to adjust behaviour in different situations.	To be able to apply positive behaviour in a range of different situations.	Have the ability to accept change and adapt to different scenarios within the school day.	To be able to maintain the status quo even when circumstances change. To be able to learn effectively across all areas of the school building.	To be able to initiate change when circumstances dictate.	To be able to model skills necessary to accommodate change and support peers in facilitating change.	Learn effectively in all areas of the school building independently. Cope with changes to routine or with disruptions during the school day.

