

Brownlow Fold Primary School

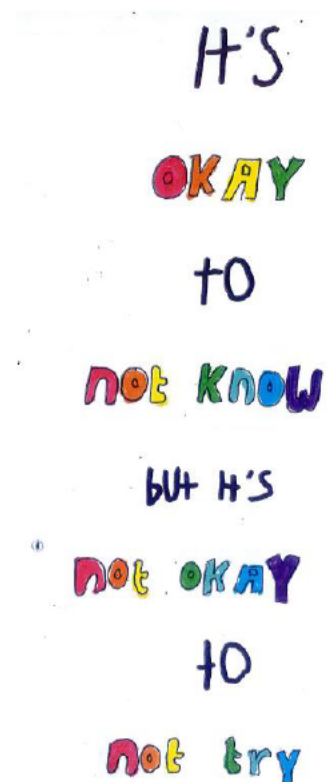
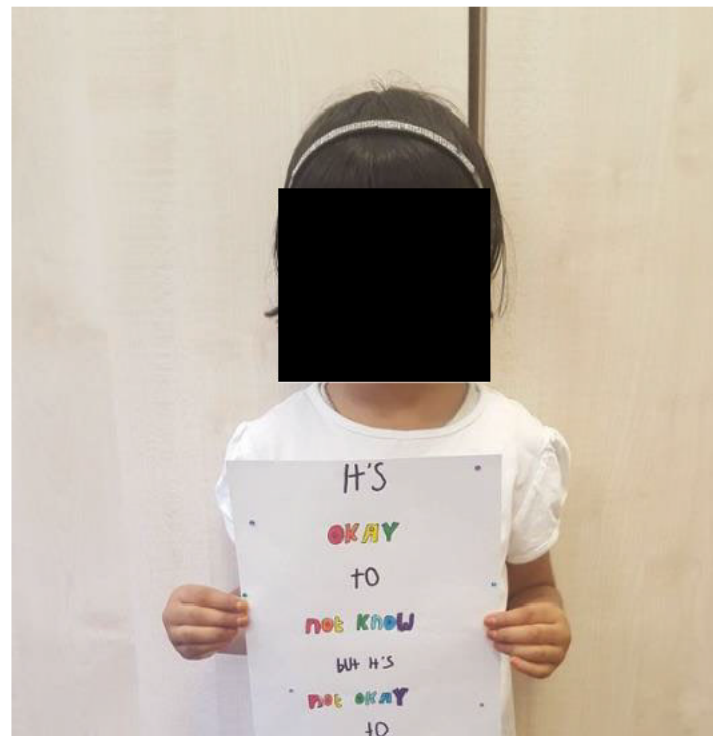
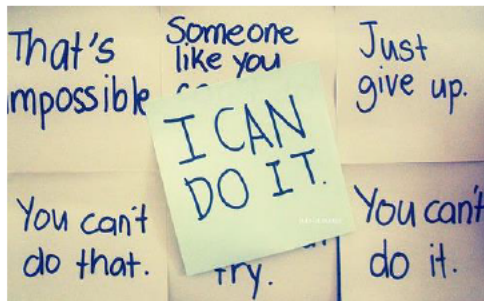


Empowered Learners Expectations

Brownlow Fold Empowered Learner Award:

All pupils at Brownlow Fold are given the opportunity to work towards achieving the 'Brownlow Fold Award' This is the most prestigious award that any pupil at Brownlow Fold can achieve and involves a considerable amount of hard work, dedication and commitment from the pupil that extends beyond the school day. This award is designed to encourage our pupils to try new experiences, develop new interests and acquire new skills. We recognise the importance in supporting our children to become life-long learners and, in line with our whole school behaviour policy, focus on the development of developing the whole child which includes behaviour for learning.

By adopting the 'Empowering Learning' skills, we recognise the impact that personal skills can have on the academic success and well-being of our children. They play a vital role in developing the ability of learners to enjoy and reflect on their learning across the curriculum. The six areas for personal development; Self-Management, Effective Partnership, Resourceful Thinkers, Reflective Learners, Independent Enquirers and Team Workers; form what we class as personal skills which are worked upon throughout a child's time at Brownlow Fold Primary School. Each of these skills have links to the Early Years Foundation Stage and National Curriculum. Throughout their time at Brownlow Fold all children are supported to become self-evaluative of their own strengths and areas for development.



What are we looking for?

Overview of Empowering Learning

Self-Manager

- Ability to organise themselves and work out goals and priorities
- Show personal responsibility, initiative, creativity and enterprise
- Anticipate, take and manage risks
- Commit themselves to learning and self-improvement
- Respond positively to change

Effective Participators

- Engage actively with issues that affect them and those around them.
- Play a full part in the life of the school
- Take responsible action to bring improvement for others as well as themselves
- Discuss issues of concern, seeking resolution
- Present a persuasive case for action
- Propose practical ways forward
- Try to influence others, negotiating and balancing diverse views

Resourceful Thinker

- Think creatively by generating and exploring relevant ideas, and making original connections
- Find links and see relationships
- Explore and experiment with resources and materials
- Ask 'why', 'how' and 'what if' questions
- Apply imaginative thinking to solve a problem
- Try different ways to tackle a problem
- Work with others to find imaginative solutions and outcomes that are of value

Reflective Learner

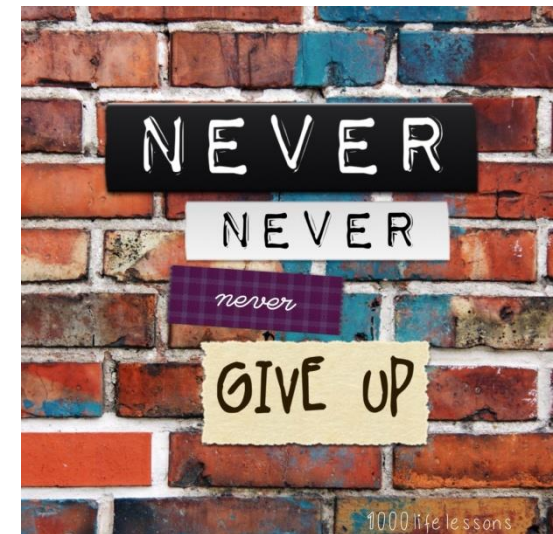
- Evaluate their strengths and limitations as learners
- Review their work and act on outcomes
- Set themselves realistic goals and criteria for success
- Monitor their own performance and progress
- Invite feedback and deal positively with praise, setbacks and criticism.
- Make changes to improve their learning
- Communicate their learning in relevant ways to different audiences

Independent Enquirer

- Gather, process and evaluate information in their investigations
- Plan what to do and how to go about it
- Draw conclusions and evaluate outcomes
- Take informed and well-reasoned decisions, recognising that other have different beliefs and attitudes
- Use range of techniques to collect and organise information

Team Worker

- Work confidently with others, adapting to different contexts and taking responsibility for their own role
- Listen and take account of others' views
- Form collaborative relationships, resolving issues and reaching agreed outcomes
- Adapt behaviours to suit different roles and situations
- Show fairness and consideration towards others



Self-Manager

Key Stage One Self Manager at Brownlow Fold

Reception	Year One	Year Two	
I can dress and undress myself. I can wash my hands and blow my nose. I can choose and use activities and resources independently.	I can ask for help I can choose and use equipment needed for a set task. I am happy to have a go at something new or even when something is hard. I am able to set myself a target or goal. I can tell when someone is feeling sad.	I can think about more than one way to solve a problem. I can use a variety of strategies to control feelings. I do not allow myself to get distracted easily. I keep going even when the going is tough and others find it easy. I know that my actions can impact on others. I can explain why others may feel unhappy or sad.	

Key Stage Two Self Manager at Brownlow Fold

Year Three	Year Four	Year Five	Year Six
I enjoy taking responsibility. I can work within a time frame. I can carry on and not be put off by change. I can set and review my own targets for learning. I can explain to others who helps me learn and why they help me learn. I can use a range of strategies to control my feelings.	I enjoy challenges, especially open-ended or deeper-thinking ones. I can prioritise the most important things that need doing first. I welcome opportunities to take on added responsibility for a range of things. I am a good organiser of time. I am not put off by changes that may occur to normal routine	I recognise risks that may be involved when tackling my work. I can organise things well, including resources and others, when working independently. I appreciate how learning can happen from mistakes. I can use success criteria to check on how successful a task has been. I am happy to persevere even when the solution is not easily at hand.	I am able to assess risk and make sensible decisions. I cope well with additional pressure. I am confident and capable when allowed to organise my own time and space. I can call on a range of strategies to help me overcome a problem. I appreciate that feelings change over time and I can cope with it. I can empathise with others, appreciating that different people react in different ways to certain situations.

Effective Participator

Key Stage One Effective Participator at Brownlow Fold

Reception	Year One	Year Two	
I work as part of a group or class, taking turns and sharing fairly. I show consideration for others' feelings when working together. I am willing to have a go at new experiences. I maintain attention and concentrate well.	I recognise when I need to talk to someone about a concern and that this can help me. I am happy to listen to the point of view of others in a dispute. I listen carefully to instructions and follow them. I know when and how to stand up for myself appropriately.	I can suggest a way forward following a dispute. I am happy to have a go at something that is new to me. I will leave an activity and go back to it later if it has not been completed.	

Key Stage Two Effective Participator at Brownlow Fold

Year Three	Year Four	Year Five	Year Six
I know how to make an idea even better. I am able to put my point of view across in a positive way. I am always prepared to listen to the points made by others (including opposing views). I show empathy with others. I can use a range of strategies to control my feelings. I can listen to and follow instructions independently. I willingly try out new things even when I am feeling nervous.	I can persuade others to accept a proposal even though others may not at first agree with my suggestion. I know that sometimes my ideas can help other people. I can decide when I need 'time out' or 'thinking time' to deal with my emotions. I can manage disappointments and keep my emotions in check. I am determined not to give in too easily.	When making suggestions, I can break down practical ideas into manageable steps. I am prepared to discuss and debate issues until a sensible compromise is reached. I am able to act as an ambassador for class/school etc. I can act as a 'buddy' or mediator.	I can act as an advocate for views and beliefs that may differ from my own. I show maturity when acting as a mediator. I can be a good role model for good learning behaviour. I am able to control my own mood swings. I know what the risks are when considering my work. I can cope with criticism and learn from it.

Being a Resourceful Thinker

Key Stage One Resourceful Thinker at Brownlow Fold

Reception	Year One	Year Two	
I can show confidence when initiating ideas, trying new activities and speaking in a familiar group. I can persevere and stay involved, particularly when trying to solve a problem or reach a satisfactory conclusion. I can test out my own ideas through provision, though I am not always able to explain my thinking. I am willing to have a go at new experiences. I show tenacity when working on a task; either independently or with others.	I can think of my own ideas once given a starting point. I can play, observe and experiment to find things out. I am willing to have a go at something new. I use my imagination in role play. I am quick to ask for help, if it is sensible to do so.	I can leave an activity and go back to it if it takes a long time to solve. I can generate questions linked to my learning challenge. I can use my imagination to generate ideas. I can explain what I have learnt to someone else. I ask sensible questions about my work.	

Key Stage Two Resourceful Thinker at Brownlow Fold

Year Three	Year Four	Year Five	Year Six
I can have a go at something that may not work. I can generate questions to link ideas related to my learning challenge. I can keep my emotions in check when tasks get tough. I can use my imagination to improvise. I can think of different ideas and possibilities when solving problems. I can improve my learning by imitating others.	I can ask questions to check my understanding. I am tenacious when things get difficult. I can sort and classify information and check it for accuracy. I can draw inference and make deductions from a range of sources. I can give alternative solutions or explanations.	I can link ideas from different learning challenges to solve problems and present my findings. I am happy to persevere even when the solution is not readily available. I understand the difference between a task that is too difficult and one that requires me to think more deeply. I know the difference between sensible risks and a fool-hardy risk.	I am always prepared to explore more than the first possible solution to a problem. I am aware that solutions can depend on an understanding of other issues. I can generate questions which promote higher order thinking. I can adapt and apply learning to new situations.

Being a Reflective Learner

Key Stage One Reflective Learner at Brownlow Fold

Reception	Year One	Year Two	
I respond to significant experiences by showing a range of appropriate feelings. I express a range of emotions fluently and appropriately. I am developing an awareness of my own needs, views and feelings and am sensitive to those of others. I consider the consequences of words and actions for myself and others. I take feedback on board and moderate my actions and behaviours. I can pick out and explain something I have enjoyed.	I know and understand what I do well. I can tell others why I enjoy a task. I can tell someone about what I have learnt. I can pick the best time to talk to someone. I am happy to try something different if something has not worked.	I understand what I need to do next to improve. I can recognise where my learning could have been done better. I know what helps me learn well. I pick the best time to talk to someone about my learning. I can share my learning with others. I am happy to make changes from original ideas.	

Key Stage Two Reflective Learner at Brownlow Fold

Year Three	Year Four	Year Five	Year Six
I understand the factors that stop me from learning effectively. I can say who or what helps me learn and how and why. I can gauge when a task has been completed to the best of my ability. I can take time to consider experiences and what needs to be done next. I can check and edit my own work	I value feedback that will help me improve their learning. I can review my learning and ponder what will help make me be more effective as a learners. I know when a piece of work has been completed to the best of my ability. I use more than one piece of evidence to support my learning.	I accept different types of feedback and learn from it. I make good use of time to reflect on what I have learnt. I understand that attitude and behaviour can affect learning, and am prepared to adjust if need be. I use a range of criteria to reflect on my own and others work.	I can explain and discuss in different ways what I have learnt from others. I can identify strengths and weaknesses in my learning and give reasons. I can take account of others' viewpoints when considering success. I consider the pros and cons of different views to support an argument. I revise my work based on the views of others. I can cope with criticism and learn from it.

Being an Independent Enquirer

Key Stage One Independent Enquirer at Brownlow Fold

Reception	Year One	Year Two	
I work alone in an area of provision or on an adult directed task for appropriate lengths of time. I can maintain attention and concentrate well. I can sit quietly and listen attentively when appropriate, e.g. during story sessions, assembly, talks by visitors, etc. I can generate questions to ask a visitor.	I use all my senses to gather information about what is being investigated. I can ask sensible questions about my learning. I can offer an opinion about an issue and explain why I feel that way. I show curiosity about new things. I use 'how' and 'why' when trying to find things out.	I take enough time to make sense of a problem that is presented to me. I am curious about new things and will ask questions to find out more. I can think of instructions for others to follow. I can explain why I prefer one of two ideas that are proposed.	

Key Stage Two Independent Enquirer at Brownlow Fold

Year Three	Year Four	Year Five	Year Six
I understand the basics of cause and effect. I can devise sensible questions to ask different people. I can show my learning in different ways (e.g. mind mapping) to represent thinking. I can plan and finish a simple task within a given time frame. I can see relationship between things and explain ideas to others.	I can follow up a question to gain clarification. I can use more than one piece of evidence to support my findings. I will get on with a task without anyone reminding me what to do. I make lists when it is helpful to do so. I can sort information and choose what is relevant.	I recognise that sometimes you need expertise from others to help solve a problem. I can show that I am confident enough to plan clear steps to take to improve my learning. I can plan longer activity, breaking it into a manageable number of steps. I can make constructive judgement about someone else's work. I can set targets for completing learning and work to them.	I can use feedback from a range of sources to help solve a problem. I give more than one reason to support an argument. I can plan a complex task, anticipating blocks and apply skills to overcome them. I can listen to a range of opinions and reach a conclusion from them.

Being a Team Worker

Key Stage One Team Worker at Brownlow Fold

Reception	Year One	Year Two	
I form good relationships with adults and my peers. I understand that people have different needs, views, cultures and beliefs that need to be treated with respect. I understand that others can be expected to respect their needs, views, cultures and beliefs. I take into account the ideas of others	I can work collaboratively in a group and take turns. I am happy to engage in collaborative tasks. I am prepared to listen to the ideas of others without interrupting them. I am happy to share ideas with others.	I am happy both to lead and to be directed by others. I consider the views of all group members during discussions. I am happy to share my learning with others in my class. I can help others to overcome a problem. I am happy to follow instructions given to me by another team member.	

Key Stage Two Team Worker at Brownlow Fold

Year Three	Year Four	Year Five	Year Six
I can work harmoniously and constructively with others in a joint activity. I can make sure that everyone takes turns when speaking. I am happy to give feedback to others in the group on their performance. I work readily in different teams. I will get on with a task without any need to be reminded what to do. I am happy to give an opinion and explain it. I can listen and follow instructions independently	I am happy to take on a specific allocated role in a group. I respect and tolerate the values and beliefs of others within a joint activity. I can communicate capably as a team member so as to convince others of my point of view. I can keep focused on a task and avoid distractions. I understand that others may have an opinion that is different to mine.	I am able to take on a range of roles within a group. I can accept constructive criticism from others in a group to enable improvement in my performance. I can share a working environment with others and respect their varying needs. I can motivate others to contribute more effectively. I understand differences in opinions and respond positively.	When suggesting ideas, I can break them down into manageable steps suited to others in the group. I am able to work with dispositions, views and beliefs that differ from my own. I am eager to discuss conflicting issues fairly to reach an agreement that enables the group to move on. I make the most of others' strengths when organising work.