



## Learning Behaviours

At Henlow we teach the students about learning. To do this we focus on four aspects of learning using this image:

### Henlow C of E Academy – Behaviours for Learning



#### FOCUSSING...

- Noticing
- Humour
- Amazement
- Self-control
- Perseverance
- Engaging



#### UNDERSTANDING...

- Logical Thinking
- Resourcing
- Questioning
- Accuracy
- Thinking Flexibly
- Making Links



- Individuality
- Planning
- Reflecting
- Keeping Track
- Applying past knowledge
- Responsible Risks



#### ORGANISING ...



#### LEARNING...

- Compromise & Acceptance
- Learning from others
- Independence
- Collaboration
- Empathy & Listening
- Imitation

We then use these criteria to report on children's 'Learning Behaviours' in each curriculum area they study: Fully Engaged; Engaged; Inconsistent; Supported.

By thinking about the way in which students behave with regards to their learning we recognise that their learning behaviour may be different in different curriculum areas and change over time.

When reporting on the behaviours for learning it is important to acknowledge that any individual students could be placed in any of the four groups irrespective of personality type, level of attainment or SEND need.

The following grids attempt to exemplify each category. Teachers will use a best fit approach to decide on their final grade.

**HONESTY - ENTHUSIASM - NURTURE - LOVE - ORIGINALITY - WISDOM**



	<b>Fully Engaged</b>
<b>Focussing on Learning</b>	<p>Fully engaged students focus on their learning by:</p> <ul style="list-style-type: none"> <li>• Fully engaging with the teacher, teaching materials, and tasks they are provided with</li> <li>• Persevering with tasks to produce a quality, finished piece of work</li> <li>• Maintaining excellent levels of self-control throughout each lesson</li> </ul>
<b>Understanding about Learning</b>	<p>Fully engaged students show understanding about learning by:</p> <ul style="list-style-type: none"> <li>• Being fully resourced for each lesson, caring for and using appropriately the equipment they require</li> <li>• Questioning their learning, this can be achieved by asking and asking questions to the teacher, a peer, or indeed themselves</li> <li>• Making explicit links between stages of the learning journey, within and across curriculum areas</li> </ul>
<b>Organising their Learning</b>	<p>Fully engaged students organise their learning by:</p> <ul style="list-style-type: none"> <li>• Developing a plan and executing it to completion</li> <li>• Seeking and responding fully to feedback</li> <li>• Reflecting on their achievements and planning next steps for themselves</li> </ul>
<b>Learning about Learning</b>	<p>Fully engaged students learn about their learning by:</p> <ul style="list-style-type: none"> <li>• Being able to work independently on a task using the resources provided</li> <li>• Working appropriately with others when required</li> <li>• Imitating success in others to increase their own levels of success</li> </ul>
<b>Summary</b>	<p>The fully engaged student naturally knows how to learn, appears to love school and instinctively knows what to do to maximise each learning opportunity.</p>



	<b>Engaged</b>
<b>Focussing on Learning</b>	<p>Engaged students focus on their learning by:</p> <ul style="list-style-type: none"> <li>• Engaging well with the teacher, teaching materials, and tasks they are provided with</li> <li>• Requiring only cursory reminders to persevere with tasks to produce a quality, finished piece of work</li> <li>• Maintaining appropriate levels of self-control throughout each lesson</li> </ul>
<b>Understanding about Learning</b>	<p>Engaged students show understanding about learning by:</p> <ul style="list-style-type: none"> <li>• Being well resourced for each lesson, caring for and using appropriately the equipment they require, ask for equipment that they require in a timely manner</li> <li>• Starting to question their learning, this can be achieved by asking and asking questions to the teacher, a peer, or indeed themselves</li> <li>• Making some links between stages of the learning journey, within and across curriculum areas</li> </ul>
<b>Organising their Learning</b>	<p>Engaged students organise their learning by:</p> <ul style="list-style-type: none"> <li>• Developing a plan and executing it</li> <li>• Adequately responding to feedback</li> <li>• Reflecting on their achievements and planning next steps in light of teacher feedback</li> </ul>
<b>Learning about Learning</b>	<p>Engaged students learn about their learning by</p> <ul style="list-style-type: none"> <li>• Being able to work almost independently on a task using the resources provided</li> <li>• Working with others when required</li> <li>• Starting to imitate success in others to increase their own levels of success</li> </ul>
<b>Summary</b>	<p>The engaged student knows how to learn well, appears to like school and knows what to do to learn, in each lesson, with very few reminders from the teacher.</p>



	<b>Inconsistent</b>
<b>Focussing on Learning</b>	<p>Inconsistent students focus on their learning by:</p> <ul style="list-style-type: none"> <li>● Displaying varied engagement with the teacher, teaching materials, and tasks they are provided with</li> <li>● Requiring regular reminders to persevere with tasks to produce a finished piece of work</li> <li>● Showing variable levels of self-control throughout each lesson</li> </ul>
<b>Understanding about Learning</b>	<p>Inconsistent students show understanding about learning by:</p> <ul style="list-style-type: none"> <li>● Having rudimentary resources for each lesson, not being able to start at tasks due to lack of resources</li> <li>● Occasionally starting to question their learning, this can be achieved by asking and asking questions to the teacher, a peer, or indeed themselves</li> <li>● Occasionally making some links between stages of the learning journey, within and across curriculum areas</li> </ul>
<b>Organising their Learning</b>	<p>Inconsistent students organise their learning by:</p> <ul style="list-style-type: none"> <li>● On occasions developing a plan and executing it</li> <li>● Sometimes responding appropriately and completely to feedback</li> <li>● Reflecting on their achievements and planning next steps in light of teacher feedback, but sometimes not</li> </ul>
<b>Learning about Learning</b>	<p>Inconsistent students learn about their learning by:</p> <ul style="list-style-type: none"> <li>● Being able to work almost independently on a task using the resources provided, other times requiring many prompts and direct requests</li> <li>● Working with others when required, sometimes maintaining on-task talk</li> </ul>
<b>Summary</b>	<p>The inconsistent student can learn well, however this is not displayed every lesson. Sometimes other external factors mean that learning is not effective and therefore their learning behaviours are inconsistent either within individual lessons or across sequences of lessons.</p>



	<b>Supported</b>
<b>Focussing on Learning</b>	<p>Supported students focus on their learning by:</p> <ul style="list-style-type: none"> <li>• Engaging well with the teacher, teaching materials, and tasks they are provided with when directed by the adult</li> <li>• Requiring reminders and structures to persevere with tasks to produce a finished piece of work</li> <li>• Maintaining appropriate levels of self-control throughout each lesson, often with explicit reminders</li> </ul>
<b>Understanding about Learning</b>	<p>Supported students show understanding about learning by:</p> <ul style="list-style-type: none"> <li>• Being well resourced for each lesson, caring for and using appropriately the equipment they require, asking for equipment that they require in a timely manner</li> <li>• Responding well to guided reflections about their learning</li> <li>• Making some links between stages of the learning journey, within and across curriculum areas</li> </ul>
<b>Organising their Learning</b>	<p>Supported students organise their learning by:</p> <ul style="list-style-type: none"> <li>• Starting to develop a plan and executing it</li> <li>• Starting to respond to positive feedback</li> <li>• Starting to reflecting on their achievements and planning next steps in light of teacher feedback</li> <li>• All with adult support</li> </ul>
<b>Learning about Learning</b>	<p>Supported students learn about their learning by:</p> <ul style="list-style-type: none"> <li>• Being able to work, with guidance, on a task using the resources provided</li> <li>• Working with others when required</li> <li>• Starting to imitate success in others to increase their own levels of success</li> </ul>
<b>Summary</b>	<p>The supported student can learn well; however this is not displayed independently in every lesson. The teacher and support staff are often required to navigate the learning process for them and explicitly teach those learning strategies to them.</p>