

## **Stay safe**

- I should be treated with respect and have the right to feel safe and secure at all times.
- I feel confident to ask for help if I experience problems such as bullying. I need to take care of myself.

## **Enjoy and Achieve**

- I should do my best at school to make sure I achieve my potential.
- My time in school should be enjoyable and I owe it to myself to make the most of every opportunity.

# **Every Child Matters**

## **Be Healthy**

- I should look after my body by eating healthily and taking regular exercise.
- I should choose not to abuse my body with harmful substances.

## **Make a Positive Contribution**

- I should treat other people and the environment with respect. I need to support my community and behave in a law abiding and positive way.
- I should have confidence in myself and face up to any problems.

## **Achieve Economics Well Being**

- I want a successful future, so I should go to work, college or training when I leave school.
- I need to do well so that I can earn a good salary, live in a decent home and pay for the things I need when I am older.

# A Framework of personal, learning and thinking skills

## Independent enquirers

- Identify questions to answer and problems to resolve
- Plan and carry out research, appreciating the consequences of decisions
- Explore issues, events or problems from different perspectives
- Analyse and evaluate information, judging its relevance and value
- Consider the influence of circumstances, beliefs and feelings on decisions and events
- Support conclusions, using reasoned arguments and evidence

## Creative thinkers

- Generate ideas and explore possibilities
- Ask questions to extend their thinking
- Connect their own and others' ideas and experiences in inventive ways
- Question their own and others' assumptions
- Try out alternatives or new solutions and follow ideas through
- Adapt ideas as circumstances change.

## Reflective learners

- Assess themselves and others, identifying opportunities and achievements
- Set goals with success criteria for their development and work
- Review progress, acting on the outcomes
- Invite feedback and deal positively with praise, setbacks and criticism
- Evaluate experiences and learning to inform future progress
- Communicate their learning in relevant ways for different audiences

# A Framework of personal, learning and thinking skills

## Team workers

- Collaborate with others to work towards common goals
- Reach agreements, managing discussions to achieve results
- Adapt behaviour to suit different roles and situations, including leadership roles
- Show fairness and consideration to others
- Take responsibility, showing confidence in themselves and their contribution
- Provide constructive support and feedback to others

## Self-managers

- Seek out challenges or new responsibilities and show flexibility when priorities change.
- Work towards goals, showing initiative, commitment and perseverance
- Organise time and resources, prioritising actions
- Anticipate, take and manage risks
- Deal with competing pressures, including personal and work related demands
- Respond positively to change, seeking advice and support when needed
- Manage their emotions and build and maintain relationships

## Effective participators

- Discuss issues of concern, seeking resolution where needed
- Present a persuasive case for action
- Propose practical ways forward, breaking these down into manageable steps
- Identify improvements that would benefit others as well as themselves
- Try to influence others, negotiating and balancing diverse views to reach workable solutions
- Act as an advocate for views and beliefs that may differ from their own

# Assessment for Learning

## Learning Objectives

These are the things you are aiming to learn.

They will be discussed with you by your tutor at the start of the learning. They will probably be displayed.

At the end of the lesson you should review the objectives.

## Success Criteria

These tell you what you need to do to be successful in your learning.

Your teacher will discuss these with you before you start your task and will make them clear.

They will be what your work is assessed against.

## Peer Assessment and Self Assessment

This is when you assess each other's and your own learning using the Success Criteria discussed at the start of the learning.

Always consider:

What you have done well; what you could improve; how you could improve.

## Feedback

This is when someone tells you how well you are doing in your learning.

This can be verbal or written and should help you to understand what you are doing well and what you need to do to improve.

## Reviewing and Reflecting

This is the process of deciding how you can improve and setting targets.

It will help with deciding on the next step.

# Making Steps in Learning

**Look out for examples  
of good work**

**Try to learn through working  
with others**

**Know your TARGETS**

**Act on advice to  
understand how to get  
better grades**

**Take opportunities to  
discuss your work with  
your teacher when  
necessary**

**Do your homework  
as soon as you get  
it**

**Eat healthy food and  
drink lots of water  
regularly**

**Use the comments on  
your work to understand  
what you are good at and  
how you can improve**

# The Best Learning Environment for You

When studying at home you should consider your working environment. Everyone is different and you should do what works best for you.

Think about the following:

## The Study Area:

Try to set up a personal study area. Ideally you need:

A desk

A comfortable chair (set at the correct height)

Somewhere to store your books, files, etc.

## Lighting:

Is the lighting OK?

Can you see your work without straining your eyes?

Do you need a reading lamp?

## Heating:

To work at your best, you need to keep warm in the winter and cool in the summer.

## Noise:

Some students prefer a silent working environment, others prefer to listen to music.

Beware: TV can be a distraction!

## Interruptions:

Let people know that you are working and ask them not to distract you.