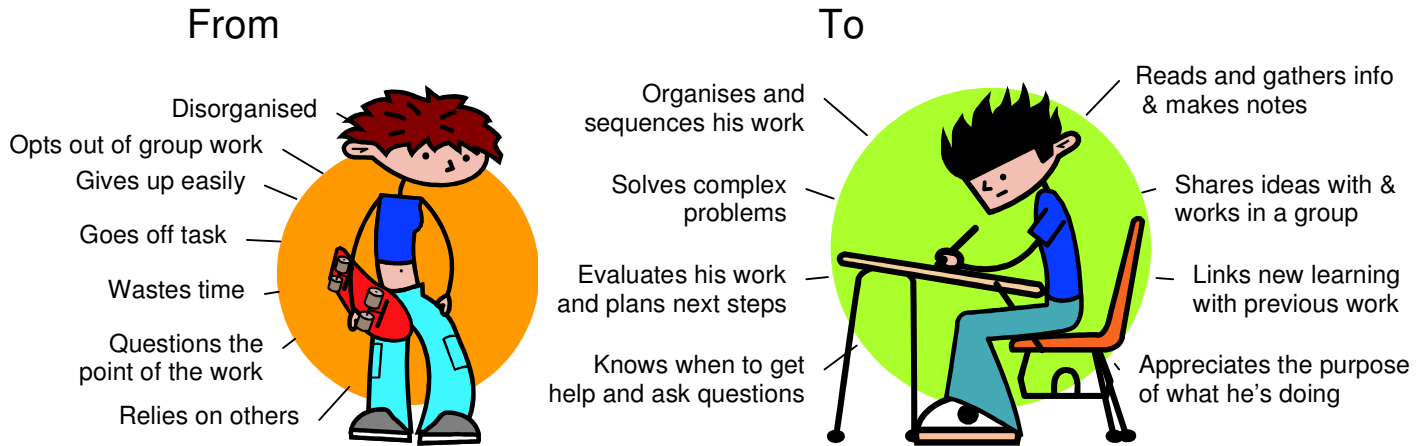
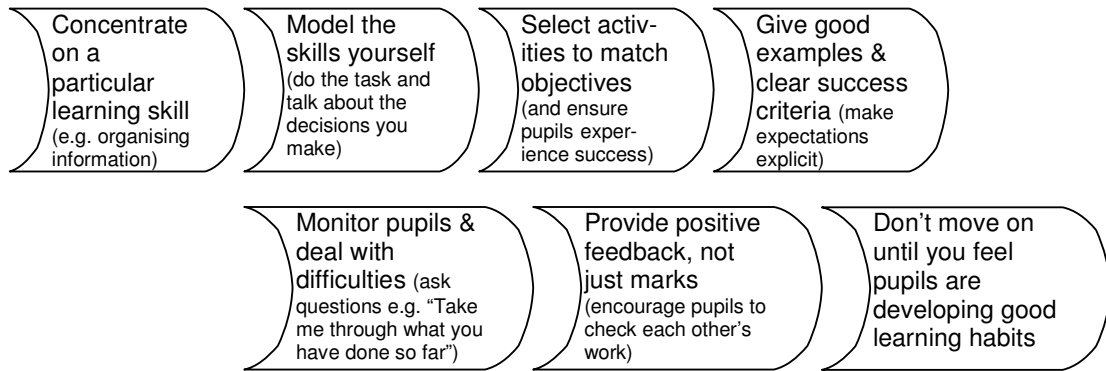


Developing effective learners

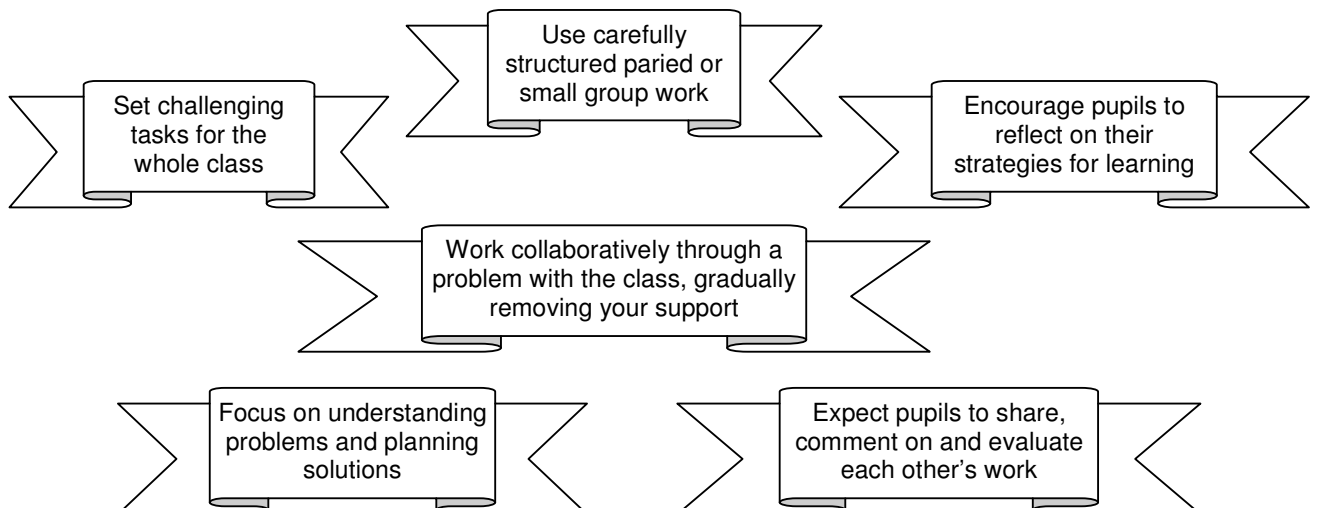
Effective learners have the skills to learn on their own



How to help pupils to begin to become effective learners



How to help pupils to become even more effective learners



How to help pupils to develop independence

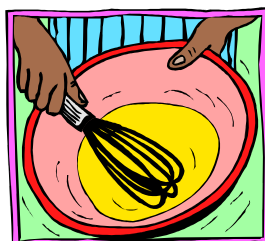
Model the learning	Plan to develop independence	Set clear objectives & share success criteria	Use key words and exemplar work
<ul style="list-style-type: none"> • What should pupils do, and in what order? • How should they do it and deal with difficulties? 	<ul style="list-style-type: none"> • Provide scaffolding, which you remove when pupils are ready • Gradually increase expectations & reduce support 	<ul style="list-style-type: none"> • Why are we learning this? • How does this link to other learning? 	<ul style="list-style-type: none"> • Display key words and help pupils know when to use them • Display annotated successful work
Encourage self-assessment skills	Develop exploratory talk	Reflection	Reading skills
<ul style="list-style-type: none"> • Invite pupils to tell the class what they have done and evaluate it together 	<ul style="list-style-type: none"> • Encourage pupils to express opinions and reasons • Learn how to disagree, treat people's ideas with respect & come to an agreement 	<ul style="list-style-type: none"> • Give pupils an opportunity to reflect on what they've learnt, feedback they've received and what to do to improve more 	<ul style="list-style-type: none"> • Help pupils to develop the ability to scan for information and skim for gist • Help pupils to select and summarise information & make notes

What skills should pupils have?

By age 11	By age 14	By age 16	
Be well organised and plan systematically	<input type="radio"/> Be well organised and plan time independently	<input type="radio"/> Plan work by balancing priorities	<input type="radio"/>
Break tasks down	<input type="radio"/> Be confident in using a range of strategies	<input type="radio"/> Solve problems by selecting the most effective strategy	<input type="radio"/>
Range of strategies to solve problems	<input type="radio"/> Realise when they need help and use most efficient means to get answer	<input type="radio"/> Gather information efficiently and select how to take notes	<input type="radio"/>
Be prepared to ask for help using appropriate questions	<input type="radio"/> Select and use independently a range of information sources	<input type="radio"/> Reorganise and re-present work to suit the audience	<input type="radio"/>
Be clear about what info they're searching for	<input type="radio"/> Take notes	<input type="radio"/> In a team take on necessary roles to complete task	<input type="radio"/>
Work with others as a team member or leader	<input type="radio"/> Adapt information for different audiences	<input type="radio"/> Seek purpose for learning	<input type="radio"/>
See the bigger picture	<input type="radio"/> Work collaboratively in a team	<input type="radio"/> Fit new knowledge with existing knowledge	<input type="radio"/>
Evaluate their work and discuss how to improve it	<input type="radio"/> Recognise and understand reasons for learning	<input type="radio"/> Assess own work & identify areas for improvement	<input type="radio"/>
	<input type="radio"/> Set and evaluate own targets	<input type="radio"/>	<input type="radio"/>

Recipe for effective learners

Motivation
Effective learners believe that intelligence is not fixed and that they can become better learners



Metacognition
Effective learners have knowledge about their own thought process and learning