



Continuing Characteristics Of Effective Learning into Key Stage Two

Engagement and Enjoyment and Exploration Be Positive

Copper	I take time to use my imagination for enjoyment. I enjoy the unexpected, unusual and surprising.	I can experiment and investigate real life issues and make links between areas.	I show curiosity and confidence when approaching new tasks and challenges.
Titanium	I see positive opportunities in mistakes and failures and don't let my worries hold me back.	I can experiment with objects and ideas in a playful way and apply what has been learnt across situations.	I make connections with others to talk about events and learning.
Rose Gold	I make ideas real by experimenting with different designs, actions and outcomes.	I develop my own accurate value judgements about the merits of my work.	I am confident to learn from mistakes and build on my own and others' ideas and experiences. I value other people's ideas.

Be Happy and Helpful

Copper	I am proud, confident and join in with activities and games no matter what the outcome will be .	I can help with roles and responsibilities to help others over time
Titanium	I can talk about myself and feel happy- my strengths and skills - with pride and I do not dwell on my weaknesses	I enjoy helping others and taking responsibility. I can name a variety of responsibilities that I have (eg- pets, jobs at school, tidying, clubs
Rose Gold	I know when I experience difficulties that I can talk to someone to help me resolve them – I know that no one is perfect	I seek out roles that support others and myself- I can take the lead and let others lead depending on the role



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Metacognition and Critical Thinking

Be ready

Copper	I ask more focused questions about the learning task, clarify the purpose and what needs to be done. I recognise when I have completed tasks similar in the past.	I am prepared and organised for my day. I am at school on time and have good attendance. I am beginning to identify my audience and purpose when communicating.
Titanium	I recognise when I have completed tasks similar in the past. I can use my own and others' ideas to identify, locate and select various sources of information.	I set goals for my work, break tasks into smaller parts and plan the next steps. I am at school on time and have good attendance
Rose Gold	I am able to ask deeper and wider questions to clarify the task, to plan and to set goals which are ambitious	I am at school on time and have good attendance. I relish being ready for challenges including homework, clubs and competitions.

Be reflective

Copper	I am systematic and work through the stages in a task. I can explain my methods and opinions, and the reasons for my choices and actions	I can recognise the differences between why, what, where, when, and how questions.
Titanium	I can identify patterns and relationships through a range of strategies such as grouping, classifying and reclassifying, comparing and contrasting.	I understand more than one point of view. I can examine my options and weigh up pros and cons.
Rose Gold	I can discriminate between fact and opinion and question the reliability of evidence. I will explain and justify methods, opinions and conclusions.	I like to try alternative problem-solving solutions and approaches. I can use different types of questions systematically and with purpose.



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Motivation, Attention and Self Esteem

Be collaborative

Copper	I have become more adept at turn-taking, sharing and cooperating when working in a group or team.	I can decide what needs to be done in a group and take responsibility for aspects of the work.
Titanium	I demonstrate fairness to others and I recognise and respect other people's feelings and ideas.	I have become more independent in my social and interpersonal skills.
Rose Gold	I am willing to help others with their learning. I understand and have learned to respond to their feedback.	I work with their peers to reach agreements and begin to manage our disagreements quickly and with measured reactions.

Be articulate

Copper	I am able to describe what I am doing and thinking when asked with a good range of verbs and adjectives.	
Titanium	I am able to adapt my behaviour and use my language skills to suit and describe different situations	I use a wider range of vocabulary and grammar than previously with words collected from my experiences and reading.



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Rose Gold	I relish learning and using new words and say them accordingly in formal and informal situations – being adventurous but not always accurate.	I am mindful of using correct spoken English and check own language to amend it in more formal situations
Be Resilient		
Copper	I try hard at learning and tasks even if they are hard , trying a few ways to solve my problems	I feel happy to seek help from other people.
Titanium	I endeavour to do my best and I check my work routinely for accuracy and precision.	I persist with tasks asking for help from others and finding resources to help me so that I don't sit being stuck.
Rose Gold	Evaluate what they have learned and compare their approaches with others. Make links between their learning in different contexts.	I know that mistakes and misconceptions are good for me – I am happy to grapple and try again if things are difficult and I will talk to others about it.