

Visible Learning Implementation: Progression of Relationships 2019-2020

Intent: Supporting children with the social aspects of learning

KS1 & EYFS Team Ants



KS2: Wyldstyle

Learning Behaviour	Nursey	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Key meta-cognitive and self-regulatory strategies								
Relationships	Collaboration: Knowing how to manage yourself in the give and take of a collaborative venture, respecting and recognising other viewpoints, adding to and drawing from the strengths of the team.	Thinking Partners With prompting from an adult takes turns with others	Takes turns with a partner independently	Thinking Trios Can repeat what a member of their 'Thinking Trio' said.	Builds on an idea from their 'Thinking Trio' <i>I would like to build on ___ idea.</i> <i>I agree/ disagree with ___ because ...</i>	Group roles Can explain their role in a group. Leader; Deputy; Scriber; Motivator; Questioner; Finisher.	Can give an example of how their role contributed to the collective group. <i>I was the finisher in this task. I made sure we checked the success criteria at the end so it was all done.</i>	Negotiates group roles as a group identifying the teams strengths	Negotiates group roles as a group identifying the teams strengths, preparing for potential obstacles (e.g. conflict)
	Imitation: Constructively adopting methods, habits or values from other people whom you observe.	Mirrors the teachers actions	Mirrors a friends action	Copies the teacher's 'thinking' talk. <i>'I'm think I will do X first because...'</i> <i>'I notice ...'</i>	Magpies ideas from the learning environment	Identifies a positive role model to magpie positive behaviours from	Can recognise imitation habits that prevent them from making progress-repeating mistakes, incorrect strategy, mimicking negative behaviours	Can identify key learning strategies they can imitate to more learning forward. <i>'That didn't work so I copied what the book modelled'</i>	Becoming role models. Reflecting on what others will imitate from them and adjusting behaviour accordingly.
	Empathy & Listening: Contributing to others' experiences by listening to them to understand what they are really saying and putting yourself in their shoes.	Can identifies some core emotions (happy, sad, angry, joy, disgust, fear) in story and real life situations	Uses the 'Kind Why' to enquire into friends and families core emotions. <i>Can I ask why you are sad?</i>	Can recall a reason why a character/ person felt a core emotion.	Your shoes. My shoes. <i>He/ I feel like 'X' because...</i> <i>But she/ they feels 'X' because...</i>	Look through the Window. Understanding a problem from more than one perspective or angle – This is called a Point of View (POV)	Grow an objective POV Begin to resolve differences by arguing against their POV to form an objective POV.	Apply an objective POV Creating balanced arguments using POV webs, pictorial representations and tables.	Bias. Start to recognise when they are biased about an issue.
	Interdependence: Knowing when it's appropriate to learn on your own or with others, and being able to stand your ground in a debate.	Us Task Will accept a partner in play	Me Task Will work independently for at least 10 minutes on a chosen task	Us or Me task? Can identify when a task is an Us Task (collaborative) or a Me task (independent).	Mode switch Can change mode in a task from 'Us to Me' or 'Me to Us' in under a minute.	Ten/ Two Can work independently for 10 minutes, collaboratively for 2 minutes. E.g. in peer or self - assessment	Can make a judgement, based on the task, whether they need to work collaboratively or independently.	Multitasking Can support a peer while working individually on a task.	Reflects on how they would like to be taught/mentored. <i>'I learn X more effectively when...'</i>

Ensure you are revisiting previous year group strategies as you progress through the year. For **Impact** see Visible Learning Class Rank.