

Visible Learning Implementation: Progression of **Resilience** 2019-2020

Intent: Supporting children with the social aspects of learning

EYFS & KS1 Tough Tortoise



KS2: Batman

Resilience	Learning Behaviour	Nurse	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
		Key meta-cognitive and self-regulatory strategies								
		Show Five - Eyes looking; ears listening; lips locked; hands still; feet tidy.								
	Managing distraction: Recognising and reducing distractions, knowing when to walk away and refresh yourself. Creating your own best environment for learning.	Ignore an action/ noise done deliberately to distract	No thank you, I'm learning. Children can commutate to others when they don't want to be distracted.	Engage Tough Tortoise. Finger breathing method for focus. Run a finger around the hand slowly. Breathing in up the finger and out down the finger	Monkey Mind With support understand that their own thoughts can be distracting. Develop class strategies to reduce Monkey Mind.	Engage Batman 1) Breathe – Am I ready? 2) Focus – What do I need? Quiet/ space/ help equipment? 3) Act 4) Reflect – Am I distracted/ achieving what I want? Repeat the cycle if needed.	Plan for Batman Use a learning line to identify potential loss of focus that might occur during the task, and identify when strategies will need to be employed	Dual focus Understand the concept of dual focus. With support can practice skills that split their focus. Counting in 9 while listening to counting in 7. jump in reading strategies etc.	2 min mediation Give children the opportunity to breathe, calm and focus before learning, as a strategy to manage stresses. Put a calming image on the board. Empty the mind. Focus on the image only. Let thoughts pass by like clouds. Expect engagement, stillness and focus from the children	
	Noticing: Perceiving subtle nuances, patterns and details in experiences.	Can comment on their experiences. <i>Pupil I see a blue bird'</i>	Spot it Children find objects based on teacher clues. Can identify an opposites	Uses adjectives to describe and group items based on similarities.	Identifies similarities and differences communicating this using tables, diagrams and conjunctions (but, yet).	Pattern Detectives Spotting patterns in different areas of learning – spelling, words, number rules etc. (Use in display)	Questioning patterns they notice. <i>Pupil Is this helpful to me? How?</i>	Quick Wins Stepping back and checking for patterns that will save time/ make learning more efficient.	Explain how a pattern leads to learning or further exploration of the task.	
	Perseverance: Keeping going in the face of difficulties. Channelling the energy of frustration productively. Knowing what a slow and uncertain process learning often is.	Will have another go with encouragement from a friend/ adult	'I'm a tough tortoise' mantra Children use the mantra to motivate themselves to have another go	Monkey Mistakes Can spot when their monkey mind (not paying attention) has led to an error	Magic Mistakes Can start to see mistakes as magic ingredients for learning. <i>CT What does this mistake tell you? How can we magic it into learning?</i>	Mundane Mistakes Can spot where they lack interest in an area which leads to multiple mistakes of the same types. Children can set a 'Bat action' (target) to stop repeat 'mistake offenders'.	Visualisation Visualising where the pit might be in learning and when to use their personal mantra to motivate themselves to move forward. <i>Pupil Yes I can, I've got this</i>	Emotion conductor Before learning use a learning line to plan how they can direct their negative feelings into productive outcomes	Use a range of strategies to evaluate mistakes and motivate themselves in challenging activities.	
	Absorption: Being able to lose yourself in learning – becoming absorb in what you are doing; rapt and attentive; 'in a state of flow'.	Engaging Will try a new activity with encouragement	Completing Can complete a task of their choice	Encountering Stamina Children can focus on a task for 15 minutes with some prompts to manage distractions	Maintaining Stamina Children can focus on a task for 20mins, refocusing mostly independently during that task.	Building Stamina Children can focus on a task for 30 minutes and refocus independently	Encountering Flow Children identify activities that put them in of a stare of 'flow' and consider why. They reflect on how they could use this in other areas	Planning for Flow Before starting at task identify an action that will support them to 'be in flow'. E.g. Sitting positions, equipment, managing noise	Being in Flow Children understand their need to be in flow. They are reflective about how they learn, ensuring they are regularly in a state of flow, even outside their primary area of interest.	

Ensure you are revisiting previous year group strategies as you progress through the year. For **Impact** see Relationship Behaviour Ranking