

# Visible Learning Implementation: Progression of Resourcefulness 2019-2020

Intent: Supporting children with the cognitive aspects of learning

EYFS & KS1 Helpful Hen



KS2 Emmet

Resourcefulness	Learning Behaviour	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
		Key meta-cognitive and self-regulatory strategies								
		Question Openers: What, what, where, when, why, how?		Thinking out loud – I notice/predict, I think, I wonder, I believe/feel			P			
	<b>Reasoning:</b> Calling up your logical and rational skills to work through things methodically and rigorously, constructing good arguments and spotting flaws in others.	Say if it is right or wrong	I can ask questions when something goes wrong	With support from the teacher children 'think out loud' to explore learning	Children use thinking out loud to explore learning	Children provide evidence with their responses. <i>CT 'I think this because it said...'</i>	Compare and contrast information and ideas.	<b>Prioritising</b> Decide on the most valuable information/idea	Pupils can evaluate and explain how they used their reasoning to reach their goals	
	<b>Questioning:</b> Asking questions of yourself and others. Being curious and playful with ideas- delving beneath the surface of things.	Responds to basic questions	Ask a range of questions using the above openers	<b>Q=A</b> Can match the question with appropriate answer.	<b>Q &lt; i</b> Ask question that lead to more information	<b>i + Q = A</b> Thinks about the information they have retrieved. <i>CT 'Does that information answer your question?' Why? Why not?</i>	<b>Ranking Answers</b> Ask questions to work out which information is more important.	<b>APE</b> (Answer, point, Explanation) Can reason with evidence, argument and action.	<b>The debater</b> Consider perspectives of other	
	<b>Making Links:</b> Seeing connections between disparate events and experiences – building patterns – weaving a web of understanding.	Can make observations about what they know. <i>Pupil 'this is my brother, he's big'.</i>	<b>Now... then</b> 'Now the leaves are brown yesterday (then) they were yellow'	<b>Snap</b> Spotting similarities in learning. <i>Pupil 'I see, I notice, I can match. This is the same/ similar/ not the same).</i>	<b>Diagram the difference</b> CT to support children to use a range of diagrams/models of how to identify/record similarities & differences.	<b>Connect it</b> Through display CT supports the children to make the link between prior learn and new learning.	<b>The why cycle</b> Children can explain what I know and probe deeper. <i>Pupil 'X happened- Why – because A happened – why – well B happened and started C which made X'</i>	<b>Links it</b> I can make links across a range of different lessons. <i>Pupil 'I know (recall), I'm learning (inputting). They connect as/since/because'</i>	<b>Explore</b> Children use prior strategies to explore ambiguity.	
	<b>Capitalising:</b> Drawing on the full range of resources from the wider world – other people, books and the internet, past experiences and further opportunities.	<b>Say what</b> Say what they are using – <i>Pupil 'I am using blocks'</i>	<b>Say Why</b> Say why they are using it - <i>Pupil 'I'm using the blocks to make a tall tower'</i>	Selecting		Create		Adapt		
				With prompting selecting recommended resources & equipment – <i>CT: Use a word mat/ number line for...'</i>	Independently selecting recommended resources & equipment <b>CT or LL</b> – <i>What would help you with that learning?</i>	Follow models of how to correctly use resources like success criteria; plans; vocabulary list; mnemonics; prompts, Knowledge Organisers	Independently start to make & create their own learning resources <b>CT or LL</b> – <i>How can you capitalise on your learning tool box like Emmet?</i>	Follow models of how adapting resources <b>CT or LL: How can we change this resource so it can help us with this task?</b>	Adapting learning resources to suit their purposes. <i>Pupil – I need to do X so I'll capitalise on Y'</i>	
	<b>Imagining:</b> Using your imagination and intuition to put yourself through new experiences or to explore possibilities. Wondering what if...?	Makes comments about details <i>Pupil 'it's a red coat'</i>	<b>Role Play</b> Imitate the imagination of others in play and activities	Look through the Window (outside in)		Look in the Mirror (inside out)		Step through the door		
				<b>The five senses</b> Draw on senses – sight, smell, sound, touch and taste.	<b>What do you See?</b> See things from a different angle <b>CT or LL</b> <i>How would this look different if I saw/ did X? Why?</i>	<b>What if...</b> Play around with different ideas	<b>What if cycle</b> Play around with ideas and build ideas upon ideas. <i>Pupil What if this happened, then what if this caused that....</i>	<b>Backtracking</b> Break 'big ideas' down by working back from inspiration. <b>CT or LL: You want to write about X, so what happened before X? Before that? So where do we start?</b>	<b>Imagination Manager</b> Children take risks with ideas and implement them using a range of resourceful strategies	

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