

Learning Behaviour – Year 5

	Enquiry and Investigation (Effective Investigator)	Problem Solving (Problem Solver)	Creative Thinker	Information Processing & Computing (Information Processor)	Reasoning (Independent Learner)
Working Towards	- I am able to recognise that sometimes you need expertise from others to help solve a problem. - I am able to show that I am confident enough to plan clear steps to take to improve my learning including challenging questions. - I am able to set targets for completing learning and work to them.	- I am happy to persevere even when the solution is not readily available. - I am able to consider a range of possible solutions using prior knowledge.	- I ask 'why', 'how', 'what if' or unusual questions. - I am able to make links by recognising patterns and how they can relate to each other.	- I use first-hand experience and information sources to answer questions. - I know where to find information and how to use it effectively.	- I accept different types of feedback and learn from it. - I understand that attitude and behaviour can affect learning, and I am prepared to adjust if need be.
Expected	- I am able to plan, design and carry out an enquiry. - I am able to plan a longer activity, breaking it into a manageable number of steps. - I am able to improve my ideas and suggest improvements to others' ideas.	- I know the difference between a sensible risk and a dangerous risk. - I am able to understand the difference between a task that is too difficult and one that requires me to think more deeply. - I am able to link ideas from different challenges to solve problems and present my findings.	- I use my imagination to come up with original ideas to suit the purpose. - I am able to look at and think about things differently and from other points of view.	- I understand what relevant information is and how to locate this within sources. - I use strategies such as scanning, skimming and using and index to locate information. - I talk about and recognise patterns, similarities, differences and time sequences.	- I make good use of my time to reflect on what I have learnt. - I use a range of criteria to reflect on my own and others' work. - I offer evidence to support my reasoning.
Greater Depth	- I am able to ask and answer questions, select and record information relevant to the focus of enquiry. - I am able to draw in-depth conclusions and evaluate outcomes. - I am able to set targets for completing learning and work to them.	- I make judgements about the quality of the solution and the processes I took, using relevant success criteria. - I evaluate my solutions by reflecting on the process I have taken and the outcomes.	- I make connections and see relationships across subjects. - I am able to reflect critically on ideas, actions and outcomes. - I judge my ideas and outcomes against the purpose.	- I am able to effectively summarise information. - I record information using formats of my own choice or devising.	- I make decisions on the quality, reliability and validity of evidence, data and information. - I recognise that conclusions can draw on explicit and implicit evidence. - I recognise and challenge assumptions.

	Evaluation (Reflective Learner)	Self-Management (Self-Manager)	Social Skills (Pro-active Social Thinker)	Communication (Active Communicator)
Working Towards	- I express my own views, opinions and preferences. - I use given criteria to make judgements.	- I appreciate how learning can happen from mistakes. - I am happy to persevere even when the solution is not easily at hand.	- I am able to share a working environment with others and respect needs. - I listen to, respond to and interact with others.	- I am able to engage the listener by varying my expression and vocabulary. - I am able to adapt my spoken language depending on the audience, the purpose or the context. - I am able to show that I understand the main points of discussions.
Expected	- I justify my own views, opinions and preferences. - I develop my own criteria and use them to make judgements. - I use more than one criterion when making judgements. - I am able to recognise that evaluation requires criteria against which to make judgements and then decide which criteria is important and why.	- I am able to use success criteria to check on how successful a task has been. - I am able to organise things well, including resources and others, when working independently. - I am able to recognise risks that may be involved when tackling my work.	- I am able to take on a range of roles within a group. - I am able to accept constructive feedback from others in a group to enable improvement in my performance. - I am able to motivate others to contribute more effectively.	- I make contributions and ask questions that are responsive to others' ideas and views. - I am beginning to use hypothetical language to consider more than one possible outcome or solution. - I show confidence in communicating in a variety of ways and am able to provide further explanation if required.
Greater Depth	- I draw on a range of evidence sources to support evaluation. - I am able to evaluate the quality of an outcome. - I develop criteria to evaluate the quality of an outcome or support an argument.	- I use past experiences to help control my feelings in difficult situations. - I am able to motivate myself to work well on my own and ask for help when needed.	I am able to understand differences in opinions and respond positively.	- I am able to speak to an audience in a clear, projected and well-articulated manner. - I present to an audience in a lively and engaging manner. - I am able to engage in a debate, expressing my own ideas confidently, listening carefully to opposing arguments and responding appropriately.