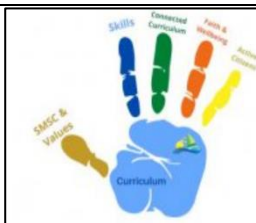




## Why Learning and Life Skills?



**Faith and Wellbeing**

### **A message from Mrs Cooke our learning our learning and life skills lead:**

Learning and Life Skills (LLS) is a subject, which is taught discretely as well as being interwoven into all aspects of the curriculum. It provides children with the chance to explore how to be effective, lifelong learners. The children love to discuss their class targets and really enjoy working towards them in their LLS sessions. Learning and Life Skills prepares children for the rest of their lives!

### **Design and Do**

At Darlinghurst, we prepare our pupils for change and to be successful learners. At the heart of this, is teaching them the skills that are necessary for life and for learning. In such an ever-changing world, children need to develop cognitive competencies and learning and life skills which enable them to adapt to a variety of educational, technical, social and cultural changes. Teaching learning and life skills also enhances the development of pupil's behaviours, moral and social developments - shaping the whole child. The Edison Learning and Life Skills are a coherent set of Learning Units designed to ensure learners learn effectively and are equipped for lifelong learning, no matter their age. Built around the development of a logical hierarchy of skills, Learning and Life Skills develop learners' capacities in the following three skills categories:

- Personal and Social Competencies
- Think! Think! Think!
- Communication

Central to the Learning and Life Skills approach is the involvement of pupils in exploring their understanding of and assessing their own progress against explicit criteria - the 'I can' statements, and doing this across all year groups. Teachers enable children to demonstrate that they have achieved these criteria through explicit teaching and by embedding the Learning and Life Skills strands into everyday life, whether it be during assemblies, PE lessons, Science lessons or other curriculum subjects. Opportunities are available such as team building activities or creating a set of criteria for a lesson for children to practice the skills they have been taught.

### **Difference**

Across the academy, the children learn to be confident individuals through developing the skills they need for learning and life, preparing them for the wider world. They develop the skills of working with others, understanding how they learn best, how to challenge themselves, how to manage their emotions and how best to communicate. They gain the knowledge of how the brain works so that they can best utilise this for their own development. Our children are equipped to be prepared for change through their development of these fundamental skills. Apart from in their classrooms, children have the opportunity to learn about our Learning and Life Skills Curriculum in assemblies. Each half term, the school focuses on the relevant strand and explicitly teaches children about the skills they can learn and apply. We also share each strand with parents via our school newsletter and support parents in setting goals to help develop these skills at home. Learning and Life Skills is embedded across the school. For example, in Outdoor Learning, PE and Art lessons, each year group has a carefully selected 'I can' statement that they are working towards. For the 'It's Up to Me' unit, Mr Felton and Mrs Blewitt encouraged children to set goals through timing their aerobic skills each PE lesson, supporting the children in progressing and assessing their abilities.

*'Achieving Excellence Together'*

### **Reflections and Celebrations**

## Autumn

### Learning Together

Being able to learn and work with others is a vital life skill, which we will face throughout our lives, whether in the classroom as a child or at work as an adult. In class, we have been focusing on different skills, which will enable us to work well as a team. The children have been applying these skills in different lessons. For example, having team roles to complete a presentation to the rest of the class. We have been using different key words with children such as compromise, negotiating, sharing responsibility and collaboration to help develop their vocabulary when discussing how they can best learn with others.

### It's Up to Me

The purpose of this strand is to intentionally and explicitly develop the essential skills that pupils need in order to be independent & responsible both socially and in own their learning through offering them choices and encouraging them to ask questions. The key themes are looking after myself, being responsible for my learning & supporting others. Children have been able to target set and identify what they need to do to improve their learning and contribution to school.

## Spring

### Becoming Better Learners

We believe that pupils need to have a level of involvement in their learning that allows them to make choices and decisions about next steps and setting goals. It is about them taking ownership of their learning and thinking about their strengths, areas of development and how they best learn. The key themes are: persistence, risk taking, managing distractions, what helps me learn? What helps me be a better learner? This half term children have been able to try different learning styles to understand what suits them best, for example when completing projects in topic work.

### Knowing Me, Knowing You

In order to understand themselves, feel good about themselves and also understand what impact their actions have on others, children need to develop skills involving personal reflection. The key themes in this unit are: Understanding and coping with feelings, Self confidence, Empathy, Making choices. Research into the way the brain functions tells us that when individuals experience too much stress they shut down cognitively. Our emotions and the way we feel about ourselves have a strong impact on our ability to learn. We believe that by understanding this and by reflecting upon the learning environment they create, children can develop a positive sense of self that will enable confident learning and good relationships with others. This term we have helped children to understand their emotions and manage them so that they can learn best.

## Summer

### Think, Think, Think

The purpose of this strand is to intentionally & explicitly develop the essential skills that pupils need in order to use good thinking to support their learning.

The key themes are:

- Information Processing and Evaluation
  - Find, analyse, use and evaluate information
  - Record information
  - Present information
- Reasoning and Enquiry
  - Ask questions,
  - Draw conclusions
  - Make judgments and say why
- Creative Thinking and Problem Solving
  - Imagine
  - Ask 'What if..?'
  - Be a creative,
  - Think 'outside the Box'

### Speaking and Listening



The purpose of this strand is to develop the essential skills that pupils need in order to communicate clearly and develop their thoughts by speaking and listening actively in a variety of situations for different purposes. The key themes are: listening skills, taking turns, joining in discussions, have opinions, respecting others' opinion. Research links language development and thinking. Good speaking and listening skills are essential for children to access the curriculum and develop their social skills. We believe that it is through developing a common language and vocabulary that pupils and adults are enabled to have meaningful conversations about learning.



### Useful websites

<https://www.bbc.co.uk/bitesize/subjects/zqtnvcw>

<https://sdghub.com/goodlifegoals/>

### Gallery

