

**Table 11:** A framework for personal learning and thinking skills helps teachers understand those skills we value most (adapted from Qualifications and Curriculum Authority, 2007)

	<b>Focus</b>	<b>Is embedded when children:</b>
<b>Independent learners</b>	Children process and evaluate information to work out what they have to do in order to be successful. They take and use information to make reasoned decisions. they recognise that others may have different opinions and different ways of being successful.	<ul style="list-style-type: none"> <li>• identify questions and problem solve.</li> <li>• plan and conduct research.</li> <li>• explore issues, events or problems from different perspectives.</li> <li>• analyse and evaluate information, measuring its value and relevance.</li> <li>• consider the impact of circumstance, beliefs and feelings on decisions.</li> <li>• support conclusions using evidence and reasoning.</li> </ul>
<b>Creative learners</b>	Children think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative, valuable solutions and outcomes.	<ul style="list-style-type: none"> <li>• generate ideas and explore possibilities.</li> <li>• ask questions to extend thinking.</li> <li>• connect their own and others' ideas and experiences in creative ways.</li> <li>• question their own and others' presumptions about ideas and thinking.</li> <li>• try out new solutions and follow ideas through.</li> <li>• adapt ideas as circumstances change.</li> </ul>
<b>Reflective learning</b>	Children evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and process, inviting feedback from others and making changes to further their own learning.	<ul style="list-style-type: none"> <li>• assess themselves and others, identifying opportunities and achievements.</li> <li>• set goals with success criteria for their development and learning improvements.</li> <li>• review their progress, responding to feedback and making improvements.</li> <li>• invite feedback and deal positively with praise, setbacks and criticism.</li> <li>• evaluate learning experiences and use these to help with new learning.</li> <li>• communicate learning in different ways including</li> </ul>

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		with different audiences.
<b>Team learners</b>	Children learn confidently with others, adapting to different contexts and taking responsibility for their own learning. They listen to and take account of different viewpoints. They form collaborative relationships and can resolve issues to be successful.	<ul style="list-style-type: none"> <li>• collaborate with others when learning for common goals and outcomes.</li> <li>• reach agreements, managing discussions to achieve results.</li> <li>• adapt behaviour in different situations and roles, including leadership roles.</li> <li>• show fairness and consideration to others.</li> <li>• take responsibility, showing confidence in themselves and their contribution to learning.</li> <li>• provide kind, helpful and constructive feedback to others.</li> </ul>
<b>Self-learners</b>	Children organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and improving learning. They actively embrace change, responding positively to new situations. They look for new opportunities and cope well with change.	<ul style="list-style-type: none"> <li>• seek out challenges or new responsibilities.</li> <li>• show flexibility when things change.</li> <li>• work towards goals, showing commitment and perseverance.</li> <li>• organise themselves well, including completing tasks within agreed timescales.</li> <li>• deal with pressure and the demands of a busy classroom.</li> <li>• manage emotions well and build positive relationships.</li> </ul>
<b>Effective learners</b>	Children actively engage with learning and the life of the school. They play a full role within the school and wider community by taking on responsibilities for improvements for others and themselves.	<ul style="list-style-type: none"> <li>• discuss learning or issues of concern and seek resolutions where appropriate.</li> <li>• present a persuasive case for actions based on evidence or reasons.</li> <li>• propose practical ways forward, breaking these down into manageable steps.</li> <li>• identify improvements that benefit others as well</li> </ul>

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		<p>as themselves.</p> <ul style="list-style-type: none"><li>• try to influence others positively by negotiating differences of opinion.</li><li>• act as an advocate for other children whose opinions might be different from their own.</li></ul>
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