Building Learning Power

At Langstone Infant School we are committed to building young people's learning power; not just what they are learning, but more importantly learning how to learn. One of the major developments for our school has been the introduction of Professor Guy Claxton's pioneering work on helping young people become better independent learners.

This suggests that there are four learning dispositions: Resilience, Resourcefulness, Reflectiveness and Reciprocity (The four R's)

Just as people go to a gym to develop their physical fitness, pupils come to Langstone Infant School to develop their learning fitness. Just as bodies can become fitter, so too can minds. Building Learning Power is an integral part of lessons, assemblies and all that we do at our school.

The four R's have various 'learning muscles' which can be stretched, trained and made more efficient: -

Resilience - Perseverance, Managing Distractions, Absorption, Noticing
Resourcefulness - Questioning, Capitalising, Making Links, Reasoning, Imagining
Reflectiveness - Planning, Mete-learning, Distilling, Revising
Reciprocity - Imitation, Interdependence, Empathy and Listening, Collaboration

Your children will use these words when they talk to you about what they have been learning in school. Children now have a greater understanding about attitudes to learning, how they learn and that learning is something that they can be actively involved in and is not a passive activity.

We would like to share some 'Learning Super Stars' with you:

Resilient Tortoise	Reflective Owl	Resourceful Squirrel	Relating Bee
Larry (4)	Tazkira (4)	Jensen (4)	Millie (4)
Lexi (5)	Ayson (5)	Mason (5)	Rio (5)
Lilja (6)	Sophie- Rose (6)	Preston (6)	Shadae (6)

Super Learning

In Maths we have been learning to add numbers by finding number bonds to ten and then adding the remainder. Here are the number bonds to ten that the children have learnt.

$$10 = \quad 1+9 \quad 2+8 \quad 3+7 \quad 4+6 \quad 5+5 \quad 6+4 \quad 7+3 \quad 8+2 \quad 9+1$$
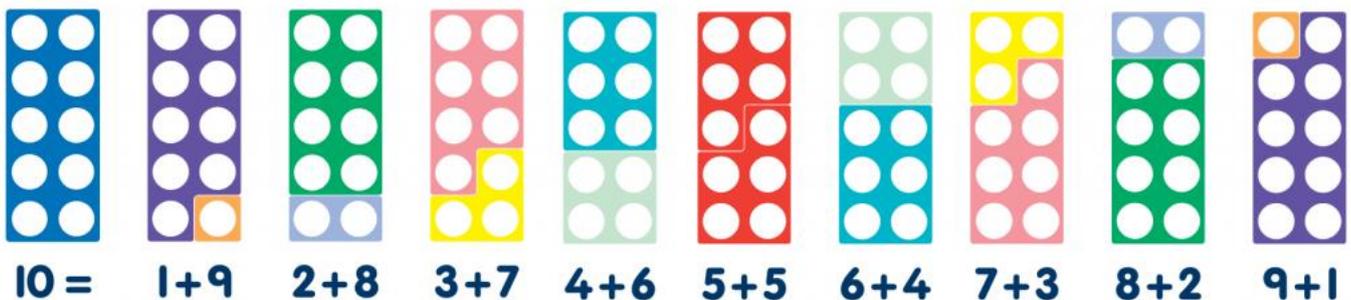
When adding three numbers by finding the number bonds, the children should choose a number, partition the next number to find a bond to ten and then add the remainder. Here is an example below:

$$5 + 7 + 6 = 18$$

$$5 + 5 = 10$$

$$2 + 6 = 8$$

$$10 + 8 = 18$$
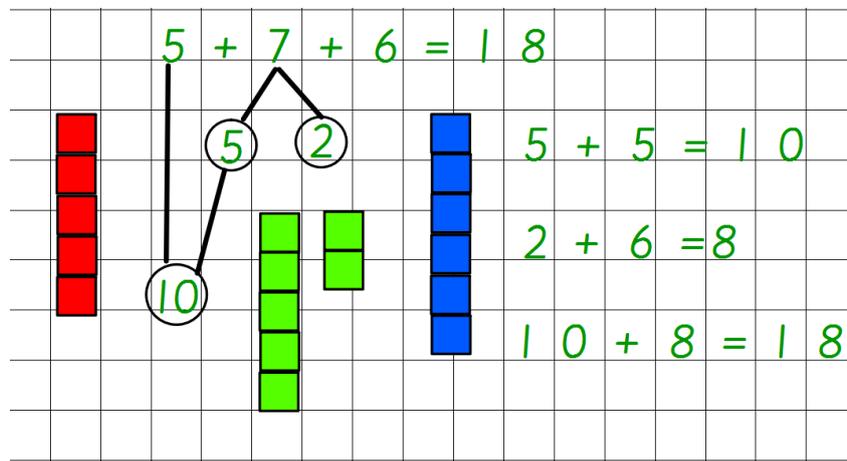
We teach the children how to solve these problems concretely first so that they have as much practical experience as they need and then, when they are ready to move on, they solve problems pictorially.

The children have worked very hard in their Maths learning this year and we are proud of the progress they are making. We encourage as much practical learning in Maths as possible using resources that the children select. This links back to the 'learning powers' that we teach as we encourage reflectiveness and resourcefulness through reflecting upon personal progress and selecting tools that will support their learning further.