

An Daras Trust: Skills Progression: Vertical Progression Map



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Learning Dispositions Skills Progression

Checked by School Leader/ Key Stage Leader	Name/ Signature/ Date:
Checked by Visible Learning Coach	Name/ Signature/ Date:
Monitoring	<p>The individual school is responsible for ensuring the delivery of the skills progression within the school. The school is required to regularly monitor the delivery of this Vertical Skills Progression Map.</p> <p>The school must complete an annual review of its School Vertical Progression Map to check the implementation.</p> <p>Ongoing monitoring of planning, learning evidence and pupil knowledge will take place as part of good practice by subject and school leaders. Information from monitoring will be used to inform in school/ Trust CPD Subject Training.</p>
Definition and Guidance	<p>Pupils will require a combination of dispositions, skills, values and attitudes to be successful future oriented lifelong learners.</p> <p>These abilities need to be shaped and nurtured in our learning environments to ensure that pupils have the transferable skills and competencies that will enable them to, survive in the future world of work and be thoughtful and contributive global citizens.</p> <p>The access to digital technologies and the impact of globalisation increases the need for our pupils to be more socially and culturally aware but also more aware of how they learn and what drives their learning. Our pupils will need to evaluate and assess their own learning.</p> <p>The term 'learning dispositions', sometimes called 'habits of mind' or 'dispositions to learning', refer to the way in which learners engage in and relate to the learning process. Learning dispositions affect how students approach learning and therefore the outcomes of their learning.</p> <p>Different research identifies different dispositions but there is consensus about the importance of the learning dispositions furthering skills, engagement and deep understanding.</p> <p>Development of these dispositions is fundamental for our pupils to develop an awareness of the way they learn and establish forward-facing attitudes to learning, critical if they are to be able to become lifelong learners.</p>
Reciprocity: Collaboration, empathy, listening, independence	
Listening is the beginning of understanding . . . Wisdom is the reward for a lifetime of listening. Let the wise listen and add to their learning and let the discerning get	

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guidance.
-Proverbs 1:5

Take care of each other. Share your energies with the group. No one must feel alone, cut off, for that is when you do not make it.
-Willie Unsoeld, mountain climber

Individual School Links:

WHA Learning Sails: Resilience and tenacity
St Caths: Resilience, Responsible
PT Birds of Prey: Resilience, interdependence
LT Trees: Oak- Resilience, Beech- Collaboration, Elm- Independence
SSCA: Reciprocity
NP: Collaborative Collie, Independent Iguana
W: Collaborative, independent
CG: Independence, Collaborative

Learning Progression	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>Teamwork</p> <p>Working cooperatively with other towards achieving a shared goal</p>	<p>Pupils are able and willing to take turns with their peers.</p> <p>Pupils can contribute as a group towards a task/ end goal.</p> <p>Pupils can say why teamwork can be more effective than individual work in some situations.</p>	<p>Pupils can take on different roles in their team to complete a team task.</p> <p>Pupils can solve disagreements and disputes in a positive way, and work well with others.</p> <p>Pupils can think beyond their own role and try to support other members to complete their roles.</p> <p>Pupils can contribute to the decision-making process and are able to put forward their own ideas.</p>	<p>Pupils can see that their peers will also contribute valuable ideas and be willing to compromise to reach a joint decision.</p> <p>Pupils see the importance of including all team members in discussions and encourage and support contributions from all their team.</p> <p>Pupils recognise that conflict with their peers might be negative for the team and take some steps to avoid it.</p>	<p>Pupils make effective contributions to team discussions and address the challenge the team faces.</p> <p>Pupils can accurately analyse the performance of the team and suggest improvements.</p> <p>Pupils can evaluate a team's approach and use their influence to improve a team's performance and outcomes of a task.</p> <p>Pupils can evaluate the performance of leaders, and</p>

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			<p>Pupils demonstrate awareness of the wider team dynamics and try hard to avoid negative conflict in the team.</p>	<p>actively support the performance of a leader, improving outcomes for the team.</p> <p>Pupils can identify the skills of other team members and can give and receive peer feedback focused on improving team performance.</p>
<p>Leadership</p> <p>Supporting, encouraging and motivating others to achieve a shared goal</p>	<p>Pupils can sometimes say their feelings, in simple terms to an adult.</p> <p>Pupils can explain their feelings when working with others.</p> <p>Pupils can talk about how other members of their team are feeling, showing a basic level of empathy and perception of others.</p>	<p>Pupils allocate tasks between team members and can identify when their peers need support.</p> <p>Pupils can take a leadership role that asks them to divide roles between peers and encourage them to complete the tasks.</p> <p>Pupils can contribute to team discussions to reach an agreement on what actions should be undertaken. Pupils then see a task through to completion.</p> <p>Pupils resolve disagreements between their peers when they are in a leadership position.</p>	<p>Pupils have self-awareness to identify their strengths and weakness and how they can best contribute to the group.</p> <p>Pupils can identify and articulate their strengths and interests of others.</p> <p>Pupils show an understanding of peers' strengths and interests to share out tasks in a justifiable way.</p> <p>Pupils can perceive when disagreements might be developing and can use approaches to resolve them.</p>	<p>Pupils understand the role of motivation in leadership and can explain some basic approaches to motivating their team.</p> <p>Pupils can take the appropriate approach to motivating their team in different situations.</p> <p>Pupils understand that there are different styles of leadership and can judge what type of leadership they tend towards.</p> <p>Pupils understand that leadership styles have positive and negative aspects to them and can explain them.</p> <p>Pupils can assess a situation and identify which leadership style is the most appropriate.</p>
<p>Presenting</p>	<p>Pupils talk about simple ideas of</p>	<p>Pupils explain their ideas in a</p>	<p>Pupils use appropriate language</p>	<p>Pupils modify their language,</p>

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<p>The oral transmission of information or ideas</p>	<p>interest to another person.</p> <p>Pupils say simple answers or thoughts to a group.</p> <p>Pupils share a narrative when speaking to a group.</p>	<p>logical way with detail.</p> <p>Pupils begin to engage the audience using some presentational techniques.</p> <p>Pupils use standard English when presenting to a group.</p>	<p>based on their understanding of the purpose and audience.</p> <p>Pupils use structure and vocabulary, using examples to illustrate their key points.</p> <p>Pupils vary detail and the language they use when presenting to the audience.</p> <p>Pupils use appropriate language structure and gestures for the context they are presenting in.</p>	<p>tone and expression according to the listeners reaction and response to increase the audience's engagement.</p> <p>Pupils anticipate response from the audience and plan in response.</p> <p>Pupils can adapt their presentation during its delivery to better engage the audience.</p> <p>Pupils begin to develop a personal presenting style and use of non-verbal features for the audience.</p> <p>Pupils reflect and develop their own presenting style and evaluate the effectiveness.</p> <p>Pupils adopt the content, structure and style of the presentation to the purpose, audience and tone of the talk with a personal style and flair.</p>
<p>Reflectiveness: Meta-learning, plans, distil, revising</p>				
<p>When the mind is thinking it is talking to itself. -Plato</p>				
<p>Individual School Links:</p>				
<p>WHA Learning Sails: Reflection, Connect, Self-Awareness</p>				

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St Caths: Reflection
PT Birds of Prey: Self-Awareness
LT Trees: Willow- Reflection
SSCA: Reflectiveness
NP: Reflective Raccoon
W: Reflective
CG: Reflective

Learning Progression	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>Problem-Solve</p> <p>The ability to find a solution to a complex situation or challenge.</p>	<p>Pupils can follow instructions to solve a problem.</p> <p>Pupils can identify when they need support to solve a problem.</p> <p>Pupils can identify simple problems and ask an adult for support to find solutions.</p>	<p>Pupils can identify when they need information to solve a problem.</p> <p>Pupils know that there are different ways to solve a problem and can explain this to others.</p> <p>Pupils can explain a problem and evaluate the potential solutions, choosing the option they think will be the most suitable.</p>	<p>Pupils seek additional information to build their understanding of a problem.</p> <p>Pupils identify extra information they need in order to consider the causes and effects, seeking this information independently.</p> <p>Pupils can identify the pros and cons of a range of possible solutions.</p> <p>Pupils choose between the options that they have created and use some justifiable methods to do so.</p>	<p>Pupils can create simple logic trees to think through problems where there might be more than one possible outcome.</p> <p>Pupils can generate hypotheses to answer complex problems and suggest how they might test this.</p> <p>Pupils can explain what assumptions might have been made in the process of solving a problem and consider how understanding these assumptions may affect the approach that they take.</p> <p>Pupils evaluate different results from their attempts at solutions and adapt their approach if needed.</p>

Resourcefulness: Links, question, imagine, reason, capitalise

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The formulation of a problem is often more essential than its solution, which may be merely a letter of mathematical or experimental skill. To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks real advances.

-Albert Einstein

The future is not some place we are going to but one we are creating. The paths are not to be found, but made, and the activity of making them changes both the maker and the destination.

-John Schaar, political scientist

Individual School Links:

WHA Learning Sails: Curiosity, Connect

St Caths: Resourceful

PT Birds of Prey: Curiosity, Making Links, Creativity

SSCA: Resourceful

NP: Curious Chimpanzee

W: Curious

CG: Curious

Learning Progression	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>Creativity</p> <p>The use of imagination and the generation of new ideas</p>	<p>Pupils use their imagination within familiar and real-world settings.</p> <p>Pupils talk about using imagination and when they use their imagination.</p> <p>Pupils share their imagination through writing, drawing and other forms.</p>	<p>Pupils produce ideas when they are given a brief or success criteria.</p> <p>Pupils generate different ideas when they are given an idea as a starting point.</p> <p>Pupils join ideas to create new ones and can identify that ideas have different components.</p> <p>Pupils explain that creativity is, how it might be used by different people and in</p>	<p>Pupils reflect on the role creativity plays in different aspects of their life.</p> <p>Pupils use mind mapping as a tool to generate, develop and link ideas.</p> <p>Pupils describe how words, images or sounds can start creativity and support the generation of ideas.</p> <p>Pupils explain ways to take different perspectives into</p>	<p>Pupils explain how to ensure there is diversity in ideas within a group.</p> <p>Pupils reflect on how different creative tools work and the different contexts in which they have used the tools.</p> <p>Pupils reflect on how they approach a task and evaluate the effectiveness of the tools they have chosen.</p> <p>Pupils identify the requirements</p>

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		different situations.	account and how this informs creativity.	of a given situation and explain more than one tool that would be suitable. Pupils evaluate the effectiveness of tools with respect to the requirements of the situation and choose the most effective one.
Resilience: Perseverance, manage distractions, absorption, notice				
<p>Success seems to be connected with action. Successful people keep moving. They make mistakes, but they never quit. -Conrad Hilton</p> <p>I've never made a mistake. I've only learned from experience. -Thomas A. Edison</p>				
<p>Individual School Links:</p> <p>WHA Learning Sails: Resilience and tenacity St Caths: Resilience PT Birds of Prey: Resilience, Challenge LT Trees: Oak- Resilience, Ash- Responsibility SSCA: Resilience NP: Resilient Rhino W: Brave/ Resilient CG: Resilient</p>				
Learning Progression	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>Stay Positive</p> <p>The ability to use tactics and strategies to overcome setbacks and achieve goals</p>	<p>Pupils articulate simple emotions and understand that people will have changing emotions too.</p> <p>Pupils see that people might get</p>	<p>Pupils respond to setbacks calmly.</p> <p>Pupils respond positively to setbacks and try to understand why the problem has occurred</p>	<p>Pupils can evaluate a situation to identify positive outcomes and focus on those, rather than the negative side of a situation.</p> <p>Pupils can articulate a positive</p>	<p>Pupils confidently approach risks where they could make a mistake as they know they can positively learn from mistakes.</p> <p>Pupils assess and manage risks</p>

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	<p>angry or upset when things go wrong and link this to their own experiences.</p> <p>Pupils talk about why it is important to manage negative emotions when they face setbacks.</p>	<p>and consider ways to overcome this.</p> <p>Pupils continue to try, even when they face setbacks and support others.</p> <p>Pupils encourage others to keep trying when they face setbacks.</p>	<p>perspective to their peers and explore challenges in a positive way.</p> <p>Pupils seek ways to turn a challenging or difficult situation into a more positive one.</p> <p>Pupils evaluate the challenges in a situation and continue to make progress in their task.</p>	<p>with care.</p> <p>Pupils recognise and assess their emotions and choose a positive course of action.</p> <p>Pupils demonstrate awareness of how their emotions and actions impact on others, and choose the best response based for the context.</p> <p>Pupils choose appropriate positive actions for an unfamiliar context.</p> <p>Pupils recognise that they may have negative emotions when in an unfamiliar context and manage this appropriately.</p>
<p>Aim High</p> <p>The ability to set clear, tangible goals and devise a robust route to achieving them.</p>	<p>Pupils will identify when something they are doing is difficult.</p> <p>Pupils can explain what how they have worked hard at their own learning.</p> <p>Pupils show pride in their achievements and can talk about how this links to effort.</p>	<p>Pupils are aware of when they are working well and find this a rewarding experience.</p> <p>Pupils seek out opportunities to give themselves a challenge to increase their achievements.</p> <p>Pupils can set a goal that is achievable.</p> <p>Pupils recognise what a stretching goal looks like and define that for themselves.</p>	<p>Pupils breakdown their goals into achievable steps.</p> <p>Pupils understand why they need other resources to achieve their goals and can identify the resources needed.</p> <p>Pupils can create a simple plan, prioritising task and gathering resources to achieve their goal.</p> <p>Pupils can analyse and justify their own strengths and weaknesses and come up with</p>	<p>Pupils can set goals and apply themselves achieve these goals over time.</p> <p>Pupils seek support to achieve their goals and chart their progress, listening to compliments and feedback,</p> <p>Pupils evaluate their long-term plans: strengths and weakness.</p> <p>Pupils break down their longer-term plans into steps with milestones that keep them on</p>

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			ways of developing themselves further.	track. Pupils consider possible setbacks into their forward planning and make adaptations to keep them on track for success.
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