

One Side Guide to.... The 2020 Vision: Powerful Learning



The most successful learners have the capability to assess their own learning. They have high expectations of themselves and are not afraid to ask questions or make mistakes. In order to do this, pupils need the meta-cognitive skills to understand what they do and do not know, where they need to go next, and to evaluate how well they have done; in other words, to be able to self-regulate their learning.

Feedback needs to be an integral part of Powerful Learning. It needs to be based on progress (the success criteria) towards a simple, clearly-defined learning outcome (the learning objective). This ensures that both adults and pupils recognise the 'gap' between where the pupil is and where they need to get to. Effective feedback will support the learner to recognise their own learning journey and support adults in planning challenging lessons. Powerful Learners (pupils and staff) should reflect on the following questions:

- What are we going to learn?
- How are we going to learn it?
- How will we know we have been successful?
- Where do we need to go next?

Powerful learning is achieved when:

- It is personally meaningful
- It is challenging but realistic
- There are choices
- Feedback is embedded
- There is clarity about what success looks like
- The environment (physical and emotional) supports the intended learning

A shared understanding of what Powerful Learning is is key. LFP's Powerful Learners represent the learning dispositions we want our pupils to develop, to enable them to become self-regulators of their own learning. Pupils need to develop resilience and perseverance: always re-frame 'I can't do it' as 'I can't do it...YET'.

At the centre of Powerful Learning is our aim to ensure that:

- Every pupil is challenged to reach their potential;
- Pupils achieve high standards of literacy and numeracy and develop curiosity and confidence