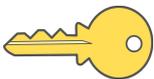


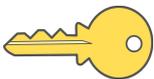


# Key Competencies at Radyr Primary



# What do The Key Competencies look like at Radyr Primary School? Staff and Year 6 pupils think...

|  |  |
|--|--|
|  | Being _____ means always wanting to learn more and wonder about things around you. Being nosy!   |
|  | _____ means being able to work on your own, having confidence and taking responsibility for your learning.   |
|  | _____ is about not giving up and not backing down. Keep trying and persevering at things you can't do.   |
|  | Being _____ is when you use stuff to help you learn. It can mean multiplication sheets or number squares which can help you if you are stuck on something. |
|  | _____ means working well with others. When someone gets stuck, the other person helps them as they are working together.                                   |
|  | _____ is about looking at your mistakes and improving, looking at your work and making it better.  |



# What do The Key Competencies look like at Radyr Primary School? Staff and Year 6 pupils think...

|               |  |
|---------------|--|
| Curious       | Being _____ means always wanting to learn more and wonder about things around you. Being nosy!   |
| Independent   | _____ means being able to work on your own, having confidence and taking responsibility for your learning.   |
| Resilient     | _____ is about not giving up and not backing down. Keep trying and persevering at things you can't do.   |
| Resourceful   | Being _____ is when you use stuff to help you learn. It can mean multiplication sheets or number squares which can help you if you are stuck on something. |
| Collaborative | _____ means working well with others. When someone gets stuck, the other person helps them as they are working together.                                   |
| Reflective    | _____ is about looking at your mistakes and improving, looking at your work and making it better.  |



Curious



Independent



Resilient



Resourceful



Collaborative



Reflective

**3R's, 2C and an I**



# Why are the Key Competencies important? What do our School Improvement parliament say

I think key competencies are really important because they are very helpful because they help you learn more and become a better learner in school.

There are six key competencies that make our school the amazement that it is. Respectful, curious, independent, collaborative, resourceful and resilient, each one of these competencies are equally as important for they all help improve each and every students learning skills.

*I think that key competencies are good because they can inspire people to try harder and be the perfect pupil we want to be. In my opinion the most important key competency is reflective because it's always good to look back to see what you could do better, see what you do well and admire and correct which will make your work a lot better.*

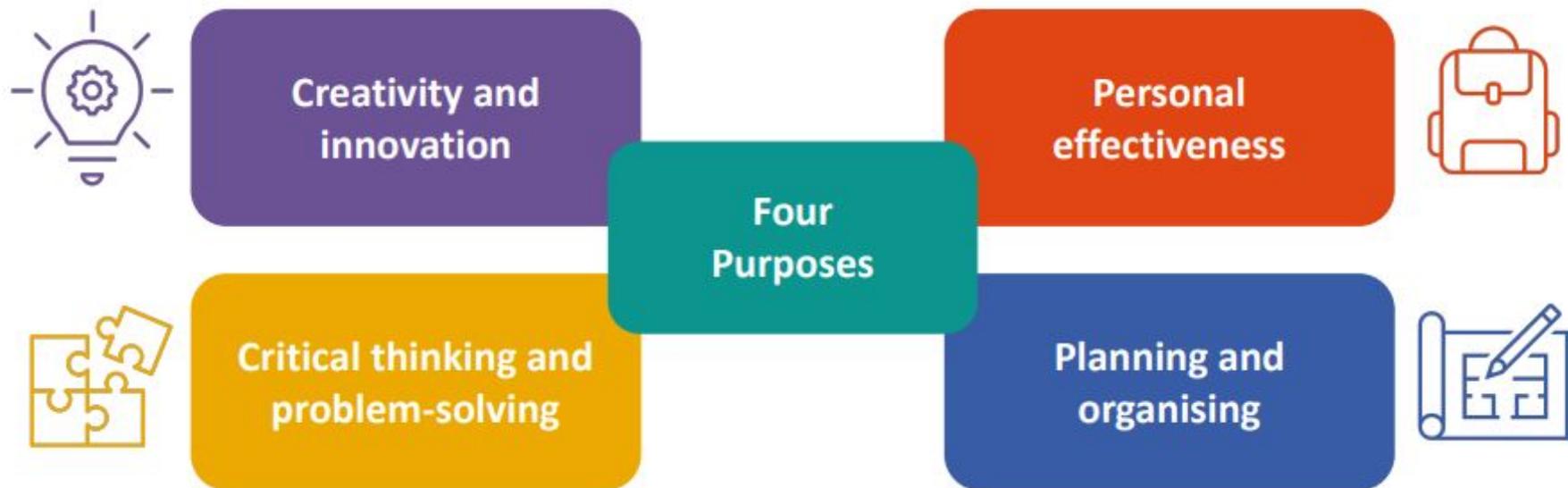


# Links to New Curriculum

## Skills integral to the four purposes

'The four purposes are underpinned by integral skills which should be developed within a wide range of learning and teaching. At the heart of these skills is the importance of learners recognising, using and creating different types of value. In this context, value means worth and importance in a range contexts, including financial, cultural, social and learning value.'

(Welsh Government, [Developing a vision for curriculum design](#), 2022)



## Skills integral to the four purposes

'The development of these skills allows learners to work across disciplines, providing them with opportunities for both synthesis and analysis. There is particular potential for innovation in making and using connections between different disciplines and Areas.

When developing these skills, learners should:

- develop an appreciation of sustainable development and the challenges facing humanity
- develop awareness of emerging technological advances
- be supported and challenged so that they are prepared to confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
- be afforded the space to generate creative ideas and to critically evaluate alternatives – in an ever-changing world, flexibility and the ability to develop more ideas will enable learners to consider a wider range of alternative solutions when things change
- build their resilience and develop strategies which will help them manage their well-being – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team.'

(Welsh Government, [Developing a vision for curriculum design](#), 2022)

Creativity and  
innovation

Critical thinking and  
problem-solving

Personal  
effectiveness

Planning and  
organising

## Creativity and innovation - what does the guidance say?

'Learners should be given space to be curious and inquisitive, and to generate many ideas. They should be supported to link and connect disparate experiences, knowledge and skills, and see, explore and justify alternative solutions. They should be able to identify opportunities and communicate their strategies. This should support learners to create different types of value.'



## Critical thinking and problem-solving - what does the guidance say?

'Learners should be supported to ask meaningful questions, and to evaluate information, evidence and situations. They should be able to analyse and justify possible solutions, recognising potential issues and problems. Learners should become objective in their decision-making, identifying and developing arguments. They should be able to propose solutions which generate different types of value.'



## Personal effectiveness - what does the guidance say?

'Learners should develop emotional intelligence and awareness, becoming confident and independent. They should have opportunities to lead debate and discussions, becoming aware of the social, cultural, ethical and legal implications of their arguments. They should be able to evaluate their learning and mistakes, identifying areas for development. They should become responsible and reliable, being able to identify and recognise different types of value and then use that value.'



## Planning and organising - what does the guidance say?

'Where developmentally appropriate, learners should be able to set goals, make decisions and monitor interim results. They should be able to reflect and adapt, as well as manage time, people and resources. They should be able to check for accuracy and be able create different types of value.'





**3.1.2 Increasing effectiveness** - As learners progress, they become increasingly effective at learning in a social and work-related context. As they become increasingly effective they are able to seek appropriate support and independently identify sources of that support. They ask more sophisticated questions and find and evaluate answers from a range of sources. This includes increasingly successful approaches to self-evaluation, identification of their next steps in learning and more effective means of self-regulation.

6

## The Curriculum for Wales – Progression Code

**3.1.3 Increasing breadth and depth of knowledge** - Learners need to acquire both breadth and depth of knowledge. As learners progress, they develop an increasingly sophisticated understanding of concepts that underpin different statements of what matters. They see the relationships between these and use them to further shape, make sense of and apply knowledge. This consolidates their understanding of concepts.

**3.1.4 Deepening understanding of the ideas and disciplines within the Areas** - Holistic approaches are particularly important in early learning as learners engage with the world around them. Learners should become increasingly aware of ways in which ideas and approaches can be coherently grouped and organised. As they progress they need to experience and understand disciplinary learning in each of the Areas and see these in the context of the four purposes and the statements of what matters.

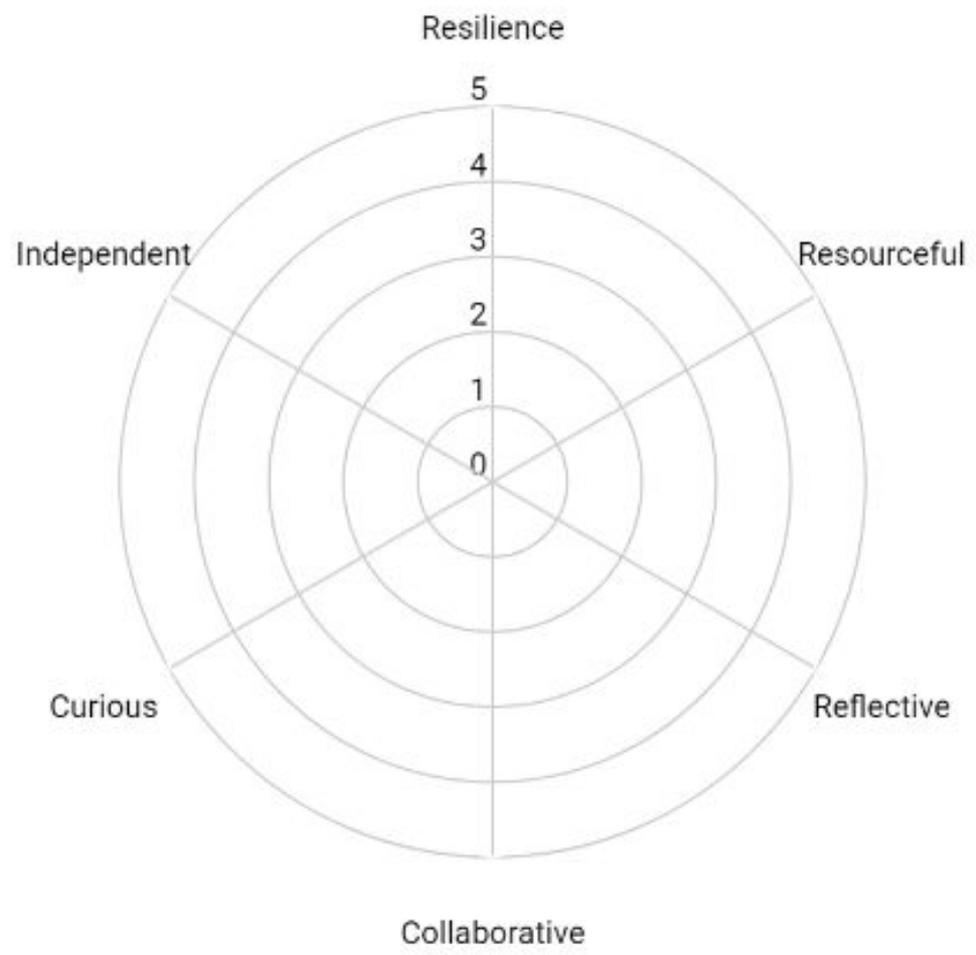
3.5.2 **Increasing effectiveness as a learner** - As they move along the continuum of learning, learners will build on basic linguistic skills to develop a capability that enables them to overcome a range of communicative challenges successfully. These include, for example:

- asking increasingly sophisticated questions
- finding information independently
- making evaluative and critical judgements about the ideas and viewpoints and the means of communication in what they hear, read, and view
- using language effectively to convey their own ideas and viewpoints on various topics.

They will develop the language skills necessary to discuss and evaluate their learning in languages.

# Key Competency Behaviours

What does this look like in different age groups?



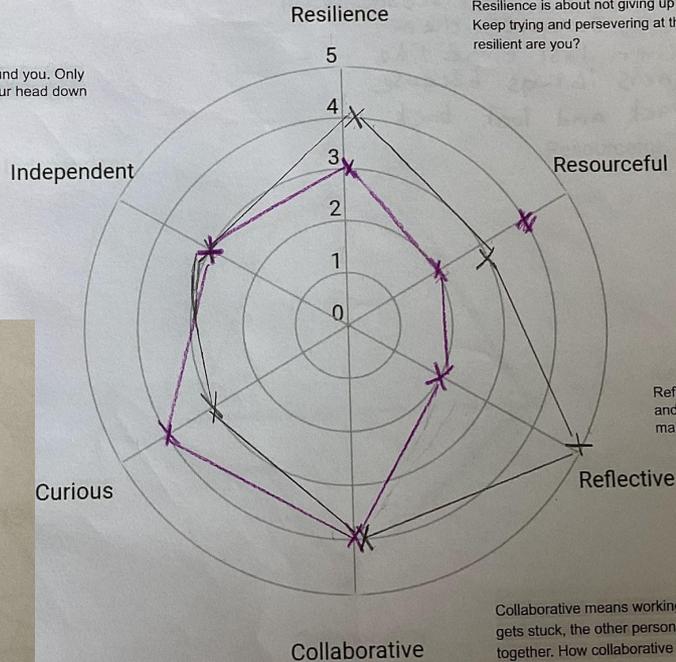
Independent is not being distracted by those around you. Only asking for help when it is needed and keeping your head down and working. How independent are you?

Resilience is about not giving up and not backing down. Keep trying and persevering at things you can't do. How resilient are you?

Being resourceful is when you use stuff to help you learn. It can mean multiplication sheets or number squares which can help you if you are stuck on something. How resourceful are you?

Reflective is about looking at your mistakes and improving, looking at your work and making it better. How reflective are you?

Collaborative means working well with others. When someone gets stuck, the other person helps them as they are working together. How collaborative are you?



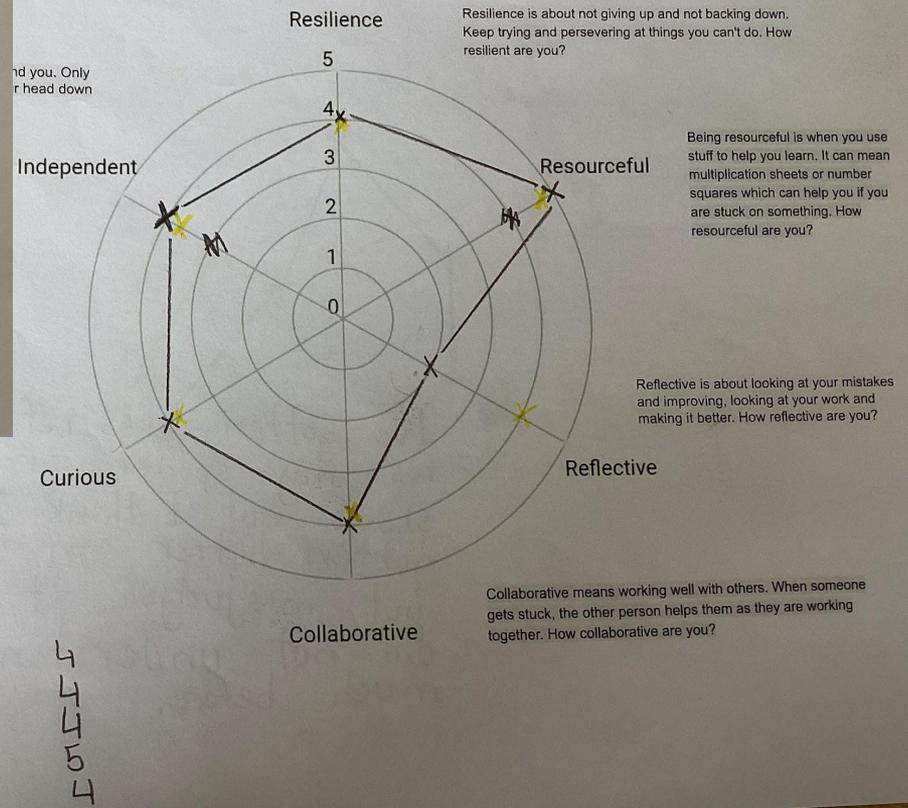
Some of my key competencies have increased a lot and some of them have decreased like ~~curious~~ curious. It has lowered because I understood it less at the start. Some of them are a lot higher than last time like ~~reflectiveness~~ reflectiveness because I didn't go back and look back at my work.

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I've gotten less reflective as my spider graph shows but I think I have gotten better on each <sup>Key competency</sup> but misjudged it and did not understand it much before.

nd you. Only  
r head down



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KC make you  
a better  
learner.

It gives you the words  
you need to be able to  
describe things.

# Governor Link Meeting

Why are they important?

- Give us a shared language
- Create better learners
- Essential skills that we use daily

How are they used in school?

- Teachers focus for postcards
- Discuss and share with shoulder partners
- Encouraged by class teachers
- Teachers other than yours identify behaviours
- Caught being amazing is shaped by KC

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# Examples of Collaboration

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# What does being collaborative mean to you?

On the post it note, can you write a definition for being collaborative and add me an example when you have collaborated effectively.



# How good at collaborating with others are you?

- Rank yourself 1-5 (1 being poor, 5 being excellent) on a post it note.
- On the same post it note do the same for the person sat next to you.
- Compare scores.
- Who scored higher. Why? Did you agree with your scores?



# What are the success criteria for effective collaboration?

- Write down as many behaviours that you can think of that show a person is good at collaborating.



# Which one describes you?

Give yourself a number on the continuum and tell me why.



1. When we are doing group work in class, I worry that I won't be with my friends.

5. When we are doing group work in class, I look forward to working with different people.



# Which one describes you?

Give yourself a number on the continuum and tell me why.



1. When we are doing group work in class, I am silent, I sit back and let others in the group lead.

5. When we are doing group work in class, I lead discussion, listen to others and bring them into the conversation.



# Why is it important to be good at collaborating?



**If I am quiet in class and quite shy, does that mean that I am not a good collaborator?**

**Is the noisiest person in the group always the best collaborator?**

# What do our year 6 pupils say...

I think my attitude to learning is excellent because I am resilient and see mistakes as learning opportunities. In order to improve I need to ensure I ask for support from the teacher when I am struggling to understand certain things in class.

Three great things about me... is I am very resilient and I don't give up easily. Another great thing is I'm collaborative and work well in groups. I'm also a great friend according to my amazing friends.

## What I do well

I can concentrate on work well and i can reflect ok but sometimes i don't reflect very well and i think i have a good work ethic and find most lessons fun. But sometime whilst listening to instructions my mind drifts off but then i just look at what others are doing or ask my friends.

Attitude- My attitude to learning could be better, but I don't think it is that bad. I have a good attitude in literacy and choose the challenge all the time. I am trying to begin to step out of my comfort zone in math and pick the challenge. With mistakes, I don't really like making them, it makes me feel embarrassed. I need to be more positive about myself.

I could be even better if i could focus more on instructions and manage distractions better and finish things on time.

I have an amazing attitude to learning, I enjoy receiving feedback and am always receptive to ways to improve my work. I need to continue to build my confidence when speaking in front of others as I can feel under pressure if I word something wrong and audiences are scary!

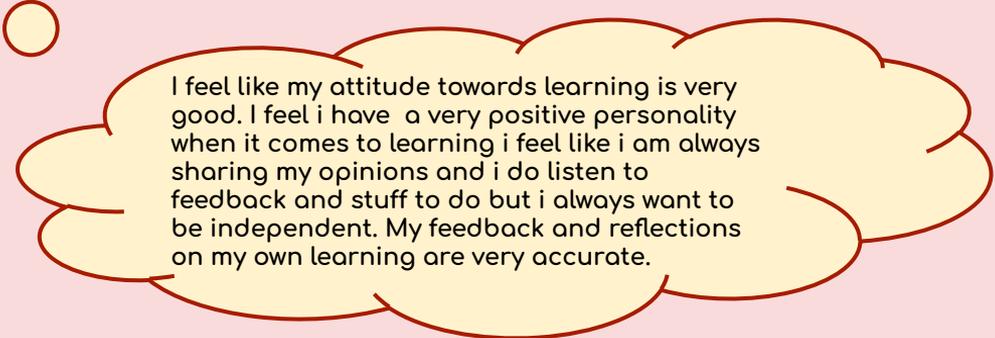
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What others think about me, I don't know how to start this one but what they think is the polar opposite to how i perceive myself. You see, we did a task in class where we reflected on each other's attitude to learning. My classmates said I was: "Always pushing myself and listening in class, other people rely on me and that people will probably look up to me when I'm older like they do now" - 

"I am really good, listen well, I'm very clever & I get the work done as well as pushing myself"-Not signed (Still gave me a boost of confidence signed or not) and that was very nice.

My attitude towards learning is exquisite i always push myself to be the best i can and unlike other people i want to improve, when i was to improve i ask questions and i am curious on how i can do better as well as giving feedback saying,"please help me on this after or ya da ya da ya da".Im self aware and resilient and i don't need anyone to state that because i work so hard.Whenever i am feeling low or feeling like i wanna give i just sing the song."I get knocked down duh duh duh but i get up again cho cho cho".



I feel like my attitude towards learning is very good. I feel i have a very positive personality when it comes to learning i feel like i am always sharing my opinions and i do listen to feedback and stuff to do but i always want to be independent. My feedback and reflections on my own learning are very accurate.

I have most enjoyed this year learning about key competencies.I love learning about resilience and curiosity and independence and things like that. I love learning on how to improve my key competencies and learning more about my personality.I have also really enjoyed every school trip we have done this year i had an amazing time in Stackpole and really enjoyed just having free time on the beach .I have also really enjoyed learning more about maths and using different techniques.

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# Quick Quiz: Where are you? Ability

Ability can be changed with practice. Talents, gifts and skills can be developed.

Ability is fixed and pre-determined from birth. People are born with certain gifts, talents or skills.



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# Quick Quiz: Where are you? Effort

It makes sense to have a go at anything. Putting effort in is the only way to get better at stuff.

What's the point in trying? My abilities were given to me at birth and I can't change them.

1

2

3

4

5



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# Quick Quiz: Where are you? Mistakes

Mistakes happen. They are nothing to be ashamed of and they show me exactly what I don't know so that I can work on improving my skills.

Let's not admit we make them. Let's carry on exactly as before. And let's definitely not ask anyone for help. Super-talented people don't need help.

1

2

3

4

5



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# Quick Quiz: Where are you? Feedback

I appreciate feedback.  
Unless I know where I'm  
going wrong, I'll never  
be able to improve.

I don't need it, it makes  
me uncomfortable so I  
usually just ignore it.



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# Quick Quiz: Where are you? Challenges

I welcome a challenge. Bring it on! Trying new things is the only way to learn. I don't mind if I don't get it wrong first time- I'll get it next time, or the time after that.

I don't like challenges and usually avoid them at all costs. I don't want to look stupid, so what happens if I try something and get it wrong. I'm better off not taking part at all.

1

2

3

4

5



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# Quick Quiz: Where are you? Other People's Successes

I always try to find out how others achieved their goals. What did they do? How can I do the same as them to succeed.

I get jealous of other people's achievements. And I also get a bit defensive as I assume I'm not as good as them.

1

2

3

4

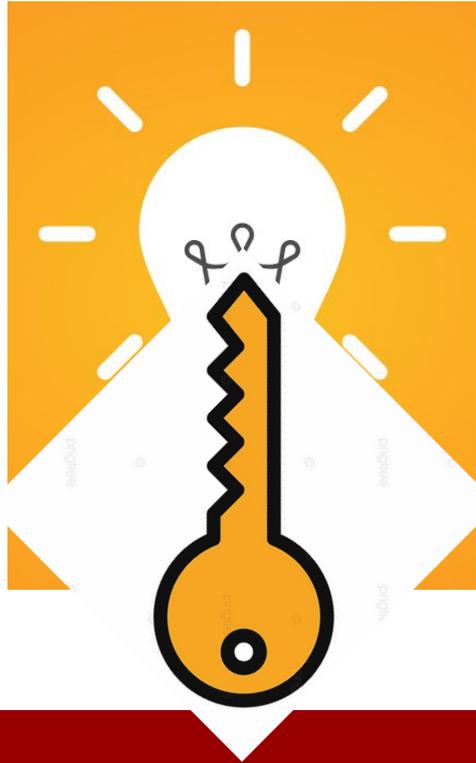
5



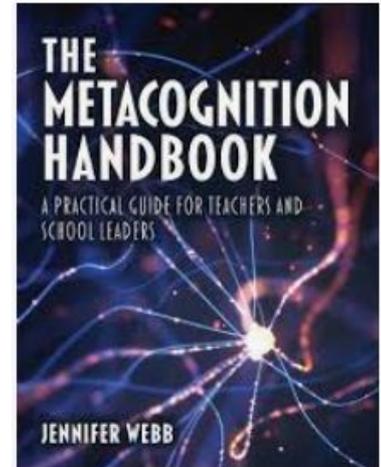
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# Metacognition at Radyr Primary School



‘A metacognitive learner is one who has knowledge and control over cognitive skills and processes. They understand how learning happens, and they are able to actively and independently apply this understanding to help them learn in the most effective way, and to sustain that learning into the future’. Jennifer Webb



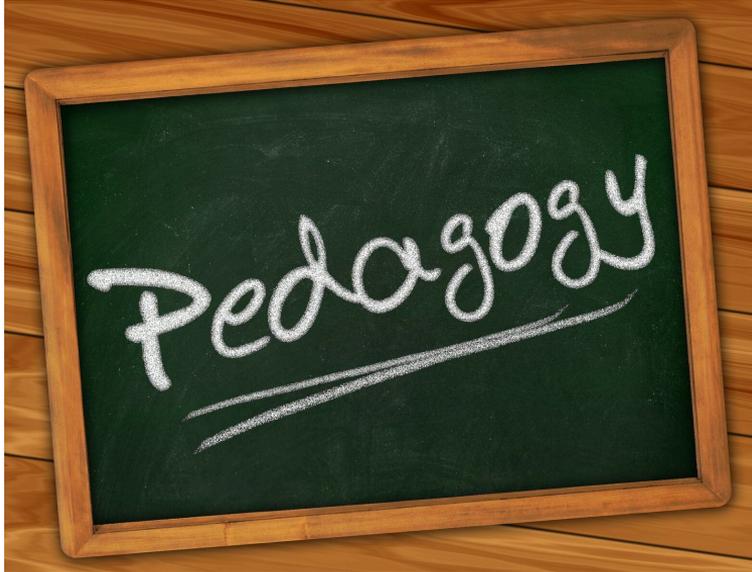
# Metacognition & CfW

## The 'why'

### [Designing your Curriculum- Pedagogy](#)

To support the curriculum, pedagogy should help learners to develop:

- a strong disposition to learning
- strong metacognitive skills
- critical, creative, problem-solving skills
- highly effective communication skills





Curious



Independent



Resilient



Resourceful



Collaborative



Reflective

We want our children to be taught **Key Competencies** which will act as important capacities to them as learners now and in their future.

Our **Key Competencies** are fundamental to our curriculum, empowering our children to lead their own learning, meeting their needs and equipping them to become **lifelong learners**.

They are our **Language of Learning** and are unique to the children at Radyr Primary School.