

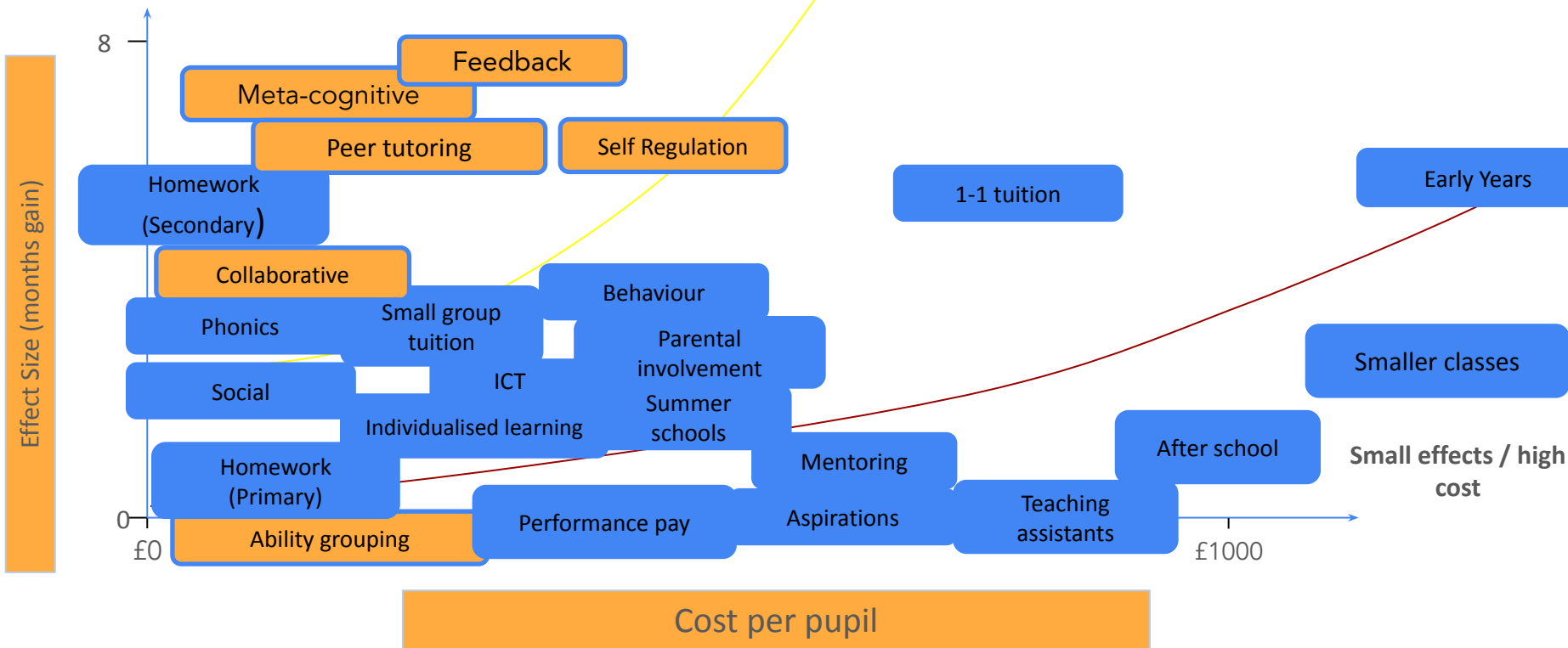


Key Competencies at Radyr Primary

Education Endowment Foundation

Most promising for raising attainment

May be worth it





Radyr Primary School



Policy for Feedback

Updated February 2023

Assistant Headteacher: Mr L Thomas

Alice & Henny - What does **tickled pink, **green for growth** and **purple polishing** means.**

Hello Parents, today we will be explain what **Green for Growth**, **Tickled Pink** and **Purple Polishing Pen** mean so you will understand it when you see it in your child's books.

Tickled Pink - If you see pink in your childs book that means that the teacher thinks it is good and doesn't need to improve it further.

Green for Growth - If you see green highlighter then there is something that they could improve on. Normally, the child would be able to look back at their work to see the feedback the teacher gave them, tickled pink and green for growth.

Purple Polishing Pen - When you see purple pen in your child's book that means that it has been edited and been improved by the child. The teacher encourages what needs to be improved or not.

Success Criteria - Most of the work comes with a success criteria and the three different pens normally follow that.

Quotes - Henny - I think that using tickled pink, green for growth and purple polishing pen is a very effective way of feedback.

- Alice - I like when I'm given good feedback or tickled pink because it makes me feel good. But I like green for growth because I know what I need to improve on.

Written by Alice [REDACTED] & Henny [REDACTED], Year 6 School Improvement Parliament :)

What is metacognition?

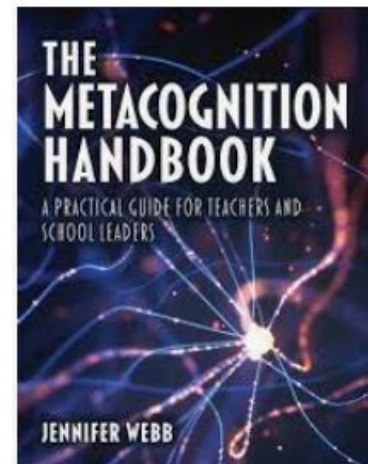


https://www.youtube.com/watch?v=sAik_RQY_Dg

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



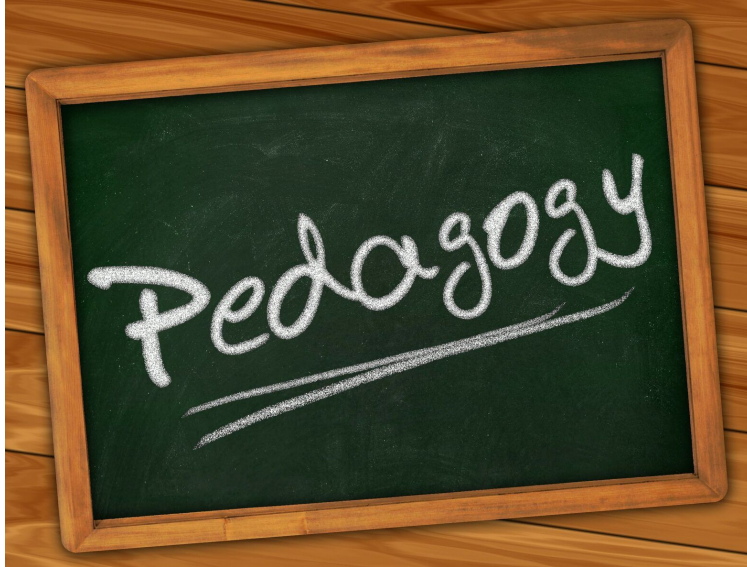
Metacognition & CfW

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



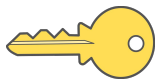
Collaborative



Reflective

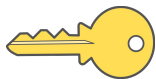
Think, Pair, Share

<https://www.classtools.net/timer/>



What Do The Key Competencies look like at Radyr Primary School? Year 6 pupils think...

curious	Being curious means always wanting to learn more and wonder about things around you. Being nosy!
independent	Independent is not being distracted by those around you. Only asking for help when it is needed and keeping your head down and working.
resilient	Resilience is about not giving up and not backing down. Keep trying and persevering at things you can't do.
resourceful	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.
collaborative	Collaborative means working well with others. When someone gets stuck, the other person helps them as they are working together.
reflective	Reflective 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 think...

curious	Being curious means being interested in learning and finding out more. Asking questions and wanting to find out about the world around them.
independent	Being able to work on your own, having confidence and taking responsibility for your learning.
resilient	The ability to keep going when things get tough, not giving up and keeping on trying in the face of failure.
resourceful	To use a variety of resources from around you and using the initiative to select the right one. Making efficient choices and selecting the correct tools that are needed.
collaborative	Working collectively, recognising yourself and others strengths and weaknesses and contributing to a group. Being able to compromise.
reflective	Evaluating honestly, identifying strengths and weaknesses and next steps in learning. Self-aware



Staff task linking key competencies
to four purposes

Metacognition & The Four Purposes

Curious

ambitious, capable learners

- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find

enterprising, creative contributors who:

- think creatively to reframe and solve problems
- take measured risks

ethical, informed citizens

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- are knowledgeable about their culture, community, society and the world, now and in the past

healthy, confident individuals

- have secure values and are establishing their spiritual and ethical beliefs
- know how to find the information and support to keep safe and well

Independent

ambitious, capable learners

- set themselves high standards and seek and enjoy challenge
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts

enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- identify and grasp opportunities
- express ideas and emotions through different media

ethical, informed citizens

- Engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet

healthy, confident individuals

- have secure values and are establishing their spiritual and ethical beliefs
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- take part in physical activity
- have the confidence to participate in performance
- have the skills and knowledge to manage everyday life as independently as they can

Challenge Support Achieve

Resilient

ambitious, capable learners

- set themselves high standards and seek and enjoy challenge
- are questioning and enjoy solving problem

enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- take measured risks

ethical, informed citizens

- understand and consider the impact of their actions when making choices and acting
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet

healthy, confident individuals

- are building their mental and emotional well-being by developing confidence, resilience and empathy
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

Inspire Challenge Support Achieve

Resourceful

ambitious, capable learners

- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information

enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- express ideas and emotions through different media

ethical, informed citizens

- find, evaluate and use evidence in forming views
- show their commitment to the sustainability of the planet

healthy, confident individuals

- know how to find the information and support to keep safe and well
- have the skills and knowledge to manage everyday life as independently as they can

Inspire Challenge Support Achieve

Collaborative

ambitious, capable learners

- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about

enterprising, creative contributors who:

- think creatively to reframe and solve problems
- identify and grasp opportunities
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give their energy and skills so that other people will benefit

ethical, informed citizens

- understand and consider the impact of their actions when making choices and acting
- respect the needs and rights of others, as a member of a diverse society

healthy, confident individuals

- are building their mental and emotional well-being by developing confidence, resilience and empathy
- form positive relationships based upon trust and mutual respect
- face and overcome challenge

Inspire Challenge Support Achieve

Reflective

ambitious, capable learners

- can explain the ideas and concepts they are learning about
- undertake research and evaluate critically what they find

enterprising, creative contributors who:

- express ideas and emotions through different media

ethical, informed citizens

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past

healthy, confident individuals

- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- take measured decisions about lifestyle and manage risk



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.

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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.

Skills integral to the four purposes

Slides used for INSET: Importance of Integral Skills

'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)



**Creativity and
innovation**



**Critical thinking and
problem-solving**

**Four
Purposes**

**Personal
effectiveness**



**Planning and
organising**



<https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design#skills-integral-to-the-four-purposes>

Grymuso ysgolion i wella deilliannau i bob dysgwr
Empowering schools to improve outcomes for all learners

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.'



What next...

- Develop key competencies with pupils- pupils parliaments to break these down into pupil friendly phrases
- Weekly assemblies focussed on the key competencies
- Terminology used to 'catch them being amazing'
- Pupil shout outs
- Celebration assemblies
- Postcards/ phone calls home to parents

INSPIRE • CHALLENGE • SUPPORT • ACHIEVE

Unlocking the potential for every child to become a life long learner