



Moving On Well Award

OBJECTIVE 5: INDEPENDENT LEARNERS

ACCREDITATION GUIDANCE

The transitions which take place between Year 5 and Key Stage 3 are, as we have seen, a pivotal moment for pupils in their life journey. In these moments of change there are windows of opportunity for pupils to grow in their academic resilience, becoming independent and professional learners with lifelong habits and practices. This takes place by creating an environment which empowers young people in their learning, their understanding of themselves and the skills needed to negotiate their new learning environment. These skills are those that teachers are developing in Secondary pupils on a daily basis, but it is valuable to explicitly state the intention of these actions and increase our awareness of their impact in relation to children in this stage.

This sits within the Ofsted focus area of Personal Development. Schools are empowering pupils to become lifelong learners with professional habits through the positive opportunities in the transition period.

Pupils attending a **Bronze award** school are aware, able to express and have an avenue (e.g. through dedicated time in form) to share with their form tutor their own strengths and weaknesses academically, including their achievements from Primary School. They are aware of the different learning styles and language in Secondary school and how they relate to their experience at Primary. They have received support in the Year 6 with the independent skills needed to succeed e.g. packing their bag, tying a tie and using public transport. Teaching staff encourage autonomy of pupils' learning by providing choice within tasks and questioning approaches that build self-esteem.

In **Silver award** schools, pupils learn a range of independent study skills from the start of Year 7 (taking notes, revising, creating mind maps) which are articulated to them as adaptations in becoming a professional learner. They will have a range of extracurricular activities on offer to them which enable expression of their unique skills and talents, and subsequently build self-esteem. Homework will be staggered in the first half term, and pupils will receive support and guidance on skills needed (e. time management, using a planner).

For pupils in a **Gold award** school, in addition to the above, they will frequently be encouraged to reflect on their own learning, autonomy and skills. There will be numerous

opportunities for pupil voice, such as a school council, anonymous survey feedback in each year group and a focus group discussion for all Year 7s. They will receive feedback on the changes that have been made on the basis of their suggestions, and there will be genuine consultation. Pupils will be confident in a range of independent study skills by the end of Key Stage 3, having received formal and informal support from Year 5 and 6 through social-emotional learning interventions and transitions interventions which develop these skills.