



The Marist Catholic Primary School
GROWING AND DEVELOPING AS A MARIST LEARNER

A Marist Learner is...	EYFS	Years 1 and 2	Years 3 and 4	Years 5 and 6
<p>Always ready to learn</p>	<ul style="list-style-type: none"> We are excited about learning We have a growth mindset towards learning We are curious and want to find out We put our belongings away quickly and sensibly We sit nicely on the carpet We listen and are focussed We follow the class rules We find, use and put away our learning resources independently We set a good example to our friends 	<ul style="list-style-type: none"> We are excited about learning We have a growth mindset towards learning We are curious and want to find out more We are able to sit still We are ready to listen We look at the person who is speaking We move to our working space thinking about what we need to do We get on with our learning task straight away We set an example and help our friends who aren't showing they are ready to learn We can find, use and put away our learning resources independently 	<ul style="list-style-type: none"> We are excited about learning We have a growth mindset towards learning We are inquiring – asking questions, making connections with what we already know We are able to sit still to listen We look at the teacher All our equipment is ready and with us at the start of every lesson We set an example and help our friends who aren't showing they are ready to learn 	<ul style="list-style-type: none"> We are excited about learning and start each day with a positive frame of mind We have a growth mindset towards learning We have inquiring minds, connecting our ideas and thoughts We are proactive in ensuring that we have the right equipment for our learning and take responsibility when using borrowed resources We reflect on what has been learnt previously ready for the start of the lesson We set an example and help our friends who aren't showing they are ready to learn
<p>Enthusiastic, willing to take part and speak up</p>	<ul style="list-style-type: none"> We are keen to answer questions in an activity We are keen to share our learning We are happy to learn We are confident to speak aloud We will ask if we are unsure We are not worried about asking a "silly" question We join in with everything 	<ul style="list-style-type: none"> We share ideas with talk partners – one idea at a time We listen to each other Our talk is about learning We focus on our learning task We can locate and understand our targets We are proud of our achievements We use the right voice for learning We are happy to talk to our neighbour, group, whole class and to adults about our learning We are always supportive of each other We ask questions about our learning 	<ul style="list-style-type: none"> We know the success criteria for our learning We are willing to pair/share We listen to and respect each other We can locate and understand our targets We are proud of our achievements We are always willing to share our ideas with each other We are happy to be asked and share our learning with our friends We all participate in discussion and debate We're not afraid to ask for help 	<ul style="list-style-type: none"> We can work out the success criteria for our learning We can critically and constructively assess our understanding and learning We use technical vocabulary in discussion We ask questions of each other We know and use our targets, using them as future goals We are proud of our achievements We are always happy to take part in a positive and constructive manner We know when to ask for help We are able to make informed choices about the resources we need for learning We can communicate with confidence to a range of audiences



<p>A Risk taker - always confident to have a go</p>	<ul style="list-style-type: none"> • We are always willing to give things a go on our own or with others • We are up for a challenge • We are always happy to try something new • We challenge ourselves to make progress in everything we learn 	<ul style="list-style-type: none"> • We always have a go • We always take a positive approach to new learning • We are confident in selecting and using our own resources for learning • We are confident to share our ideas and ask questions 	<ul style="list-style-type: none"> • We are not afraid to have a go • We have a positive approach to all new learning • We can use our own initiative • We're not afraid of new challenges 	<ul style="list-style-type: none"> • We are never afraid to try something new and have a go • We are confident to share ideas and questions • We use each other as sounding boards for ideas and approaches • We help foster a sense of encouragement and enthusiasm that allows all of us to take risks in our learning
<p>Happy to try and try again</p>	<ul style="list-style-type: none"> • We understand that things may not turn out as we planned first time • We persevere - modelled and reinforced by adults • We follow the example of others 	<ul style="list-style-type: none"> • We look at our finished work and think how it can be improved – is it our best? • We know what good looks like because we shared with the teacher first. • We are happy to take our time and not rush our work • We know how to edit and improve our work 	<ul style="list-style-type: none"> • We are willing to persevere • We are supportive of our peers • We believe in ourselves • We try by ourselves and then ask our friends for help before asking the teacher • We are determined to succeed • We encourage and support others 	<ul style="list-style-type: none"> • We try by ourselves before asking for help • We ask our neighbour and then an adult if we need to • We are able to adapt our approach to a problem if the first approach doesn't work • We show persistence and determination when faced with a challenge • We encourage and support each other
<p>Not afraid to learn from our mistakes</p>	<ul style="list-style-type: none"> • We are not upset if something doesn't go to plan • We can discuss what we have done and what we have learned from it • We reflect on our learning and can say what went well and how it could be even better next time 	<ul style="list-style-type: none"> • We use the time we are given for reflection to see what could have been better • We are tolerant of each other's mistakes • We know where to go for help • We are not upset if something doesn't go to plan – we can deal with disappointment • We know we can always ask for help 	<ul style="list-style-type: none"> • We are always happy to ask for help • We feel comfortable in our classroom environment • We take the time to respond to marking and reflect on our learning • We respond well to constructive criticism and don't give up • We are positive even when we make mistakes 	<ul style="list-style-type: none"> • We are able to seek explanations from our friends and adults in the class • We reflect and put change in to action • We see mistakes as learning opportunities • We are always challenging ourselves to achieve more
<p>Able to learn well with others</p>	<ul style="list-style-type: none"> • We take part in group activities • We can share independently • We are beginning to resolve questions and disputes independently • We always help our friends • We set a good example for 	<ul style="list-style-type: none"> • We are able to work with our talk partners to help our learning • We are happy to work with everyone • We are always tolerant of others 	<ul style="list-style-type: none"> • We take turns • We respect each other's opinions • We can cooperate and compromise with each other when learning together • We are able to keep focussed 	<ul style="list-style-type: none"> • We are able to stay on task • We respect and value each other's ideas • We recognise the value of cooperation with others • We recognise the importance of compromise as well as



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	<p>others to follow</p>	<ul style="list-style-type: none"> • We encourage each other • We can take turns • We listen to each other • We are always positive towards each other 	<p>on the given task</p> <ul style="list-style-type: none"> • We will always take part and share the responsibility within a group 	<p>determination</p> <ul style="list-style-type: none"> • We are able to delegate roles and adapt roles as required by the challenge
<p>Able to learn well on our own</p>	<ul style="list-style-type: none"> • We can find and use our own resources safely and independently • We take responsibility for our own choice of activity, resources and learning • We make varied decisions for our own learning – not always choosing the same activities 	<ul style="list-style-type: none"> • We can stay on task • We can find our own resources • We respect our friends and don't interrupt their learning • We are confident to have a go 	<ul style="list-style-type: none"> • We stay on task • We can work independently of a teacher • We are resourceful • We can find, use and take care of learning resources • We take pride in our work and abilities • We can use different strategies to tackle the same challenge • We can ask the right questions to help us in our learning 	<ul style="list-style-type: none"> • We always look to have a growth mindset no matter what the challenge • We have confidence in our own abilities • We recognise our strengths and are open to develop those areas we find harder • We are able to think of strategies to help ourselves • We want to do our best <i>always</i>
<p>Reflective - able to think and talk about what, why and how we have learned</p>	<ul style="list-style-type: none"> • We are able to talk about our learning: <ul style="list-style-type: none"> ○ What we have learned ○ What we can do to improve ○ What went well ○ What we have enjoyed • We are able to help others think about their learning by discussing what they have done well and what they could try next time to do even better 	<ul style="list-style-type: none"> • We are happy to talk to our friends and to adults about our learning • We are able to explain what we are learning • We can identify what we already know and what we have learned • We can talk about the next steps in our learning • We can evaluate our own learning and help others to evaluate their learning • We can talk about our learning at home too! 	<ul style="list-style-type: none"> • We self-evaluate our learning and our approach to learning • We ensure that we know what is expected of us in our learning • We are happy and confident to talk about what we have learned to each other, to teachers, to our parents • We respond constructively to our teacher's marking and comments and the evaluations of our work by our friends • We are positive and constructive in our evaluation of the learning of others 	<ul style="list-style-type: none"> • We can reflect critically on our own learning with honest and constructive self-assessment • We know how to provide meaningful peer evaluations to help improve our own and others' learning • We recognise the positive impact of all feedback • We read, reflect on and respond to marking effectively and independently • We are confident to present our thinking and learning orally • We incorporate what we learn in to our future learning • We can identify what we need to do next to improve
	<ul style="list-style-type: none"> • In music... <i>At this stage the children's musical learning is intuitive and unconscious and we are gradually introducing the language to reflect so in EYFS and KS1 it should be through performance and listening that the children can verbally describe what they hear and feel. "I can" statements for self-assessment</i> 	<ul style="list-style-type: none"> • In music... <i>From KS2 on the children need to use musical language to describe their learning and others' performances (peer assessment) and making conscious evaluations and externalising what is understood intuitively from foundations learnt earlier – using success criteria from lessons to self-evaluate or "I can" statements</i> 		



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	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Attitude to Learning	<ul style="list-style-type: none"> Excited Positive Enthusiastic Have a go at everything; Listen and contribute during class discussions Confident Ask questions 	<ul style="list-style-type: none"> Excited It's okay to be wrong as long as you try your best; Aim to produce your best every time Not afraid to admit that you don't understand Self-confidence – I can attitude Curious 	<ul style="list-style-type: none"> Recognise what you enjoy about learning Don't be afraid to say 'I don't understand'; Understand your own goals and targets Always eager to learn more Continue learning at home Self-confidence – I can attitude Curious 	<ul style="list-style-type: none"> Look for enjoyment in all learning Be prepared and organised; Understand what needs to be done to move learning forward Have an I can attitude to every new challenge Curious 	<ul style="list-style-type: none"> Look for enjoyment in all learning Contribute to a positive learning experience for all; Develop an understanding of how you learn best Curious 	<ul style="list-style-type: none"> Excited about your learning every day Have a focused work ethic. Eager to find out more 	<ul style="list-style-type: none"> Excited and enthused about their learning Be self directed – at school and in my work at home Use your own initiative 	
Independence	<ul style="list-style-type: none"> Learn to focus with increased concentration; Make decisions about own learning; Independently choose a range of learning activities; Work alone and in groups without an adult 	<ul style="list-style-type: none"> Get down to the learning task immediately Develop the ability to remain on task and work independently for up to 10 minutes; Organising yourself well and being ready to learn 	<ul style="list-style-type: none"> Get down to the learning task immediately Develop the ability to remain on task and work independently for up to 15 minutes; Always try first but then know how to get help 	<ul style="list-style-type: none"> Get down to the learning task immediately Develop the ability to remain on task and work independently for up to 15 minutes; 	<ul style="list-style-type: none"> Get down to the learning task immediately Develop the ability to remain on task and work independently for up to 20 minutes; Complete homework independently, on time; Recognise I am responsible for my own learning 	<ul style="list-style-type: none"> Get down to the learning task immediately Work independently, in pairs, groups; Complete homework independently, on time; Recognise I am responsible for my own learning 	<ul style="list-style-type: none"> Get down to the learning task immediately Take responsibility for own learning including homework and research; 	
	<ul style="list-style-type: none"> Be responsible for own belongings; Attend to own personal hygiene; Establish an independent school routine; Able to select, use and put away learning resources independently 	<ul style="list-style-type: none"> Begin to take responsibility for own organisation including all belongings and routines 	<ul style="list-style-type: none"> Take responsibility for own organisation including all belongings and meet given time targets Be confident in selecting and using resources 	<ul style="list-style-type: none"> Manage all personal belongings and personal space including pegs or lockers, desks and surrounding area; Come to lessons ready to learn with correct equipment etc; Use initiative - don't always have to be asked or prompted We take a shared responsibility for our school and all its resources 				
	<ul style="list-style-type: none"> Change independently for PE 	<ul style="list-style-type: none"> Change for PE in under 5 minutes; 			<ul style="list-style-type: none"> Get changed for PE in under 3 minutes; 			
	<ul style="list-style-type: none"> If upset, try to begin to solve any issues independently; 	<ul style="list-style-type: none"> Resolve own issues independently; 			<ul style="list-style-type: none"> Resolve issues for self and others; 			



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Relationships with Others	<ul style="list-style-type: none"> Develop positive relationship with peers and adults; Respect others' personal space, their property, their work, learning and play; Involve others in learning and play and be involved with others 	<ul style="list-style-type: none"> Begin to show empathy towards others; Treat children and adults with respect; 	<ul style="list-style-type: none"> Listen to and value each other's opinions; Treat others in the way you would like to be treated yourself; Consider your actions and relationships with others; Consider the impact of your actions on others 	<ul style="list-style-type: none"> Be a team player; Have respect for the opinions' of peers; Understand how your actions affect other children and adults; 	<ul style="list-style-type: none"> Have a tolerance and awareness of other people; Show empathy and see other people's point of view; 	<ul style="list-style-type: none"> Solve conflicts within your peer group independently; 	<ul style="list-style-type: none"> Be able to accept and celebrate differences in opinions of others; Take an active role within the school community
Behaviour	<ul style="list-style-type: none"> Behave in a manner that you are proud of; Learn from own actions; Be polite and positive to everyone in the school; Be aware of expectations and boundaries 	<ul style="list-style-type: none"> Agree to our classroom rules; Demonstrate respect for everyone at all times; Polite and positive towards everyone in the school. 	<ul style="list-style-type: none"> Know and abide by the class and school rules; Accept responsibility for own actions and poor choices; Set an example for other children; Understand the expectations of the whole school; Be able to learn from your mistakes 	<ul style="list-style-type: none"> Behave appropriately at all times; Know and understand behaviour expectations in different settings; Understand how your actions have an impact on others; 	<ul style="list-style-type: none"> Adhere to the school behaviour policy and expectations at all times; Represent The Marist in the community in a positive light; 	<ul style="list-style-type: none"> Be actively involved in creating and maintaining classroom and playground rules; Be a role model for others 	<ul style="list-style-type: none"> Lead by example; show exemplary behaviour; Recognise the need for humility when providing an example to others
<ul style="list-style-type: none"> Follow class rules and meet Good as Gold expectations Treat others in the way that you would like to be treated 							