

Learning Powers

At Talbot Primary School we have high aspirations for our pupils, both academically and socially. As a staff we created a list of personal qualities that we believe children should develop, which is referred to as 'The Talbot Child' Our aim is to help pupils develop the characteristics of the '[Talbot Child](#)' during their time with us, in a variety of ways.

Some of the qualities we would like to instil, such as **respect and politeness** can be addressed through our everyday interaction with the children. We act as role models in everything we do, from the way we greet them, to the way we discipline them. We model how to deal with disputes, share, respect other people, their views and property. These elements can also be directly reinforced in assemblies, circle-time and through whole school initiatives such as anti-bullying week.

Happy children require stability, security, support and stimulating learning experiences. Our routines, systems and structures must provide these things as a matter of course. The curriculum is at the heart of this provision. A truly engaging, well sequenced curriculum inspires children to learn and want to be in school whilst also impacting positively on behaviour and motivation.

Other qualities require specific input from the staff team where skills and strategies will be explicitly planned and taught to the children as part of their lessons. To make this manageable and effective, there is a learning power to focus on each half term as detailed in the table below, you will note there is also a pastoral focus, which is again drawn from the Talbot Child work but is linked to the learning power.

For example, in the first half term the expectation will be that within all lessons, whenever applicable the children will be taught how to collaborate with their peers and be provided with opportunities to develop the requisite skills and strategies to do so. The pastoral focus to run alongside this is how to be sociable, this can be reinforced through the PSHE/Jigsaw materials, circle-time and assemblies.

This model is followed each academic year so that it builds on previous learning. There is an expectation that as children progress through the school, they become increasingly competent in each learning power and we see children with the capabilities to succeed in school and in life, in short – The Talbot Child.

	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
Learning Power	<i>Collaboration</i>	<i>Reflection</i>	<i>Independence</i>	<i>Resilience</i>	<i>Problem-Solving</i>	<i>Adaptability</i>
Pastoral Focus	Sociable	Caring	Ambitious	Self-Motivated	Healthy	Confident