

Holbrook Primary School

Our aspirations for all pupils:

We want all pupils to be able to say the following things about themselves:

I know what to do.

I know what to do if I get stuck.

I know where to get things to help me.

I know **who** to ask for help.

I know **when** to ask for help.

I will take pride in doing the best I can.

I am responsible for my learning.

I am responsible for my property.

I can think for myself.

Why is this important?

- Giving children the right amount of independence at the right age is more likely to lead to greater self confidence and greater self esteem.
- Independent children take a greater responsibility for their own learning and take responsibility for their behaviour.
- If children do not expect other people to do everything for them, they are better able to contribute to their group, class, school and wider community.



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Encouraging Independence

What should we expect of children of different ages?

Foundation Stage:

- Self register
- Choose own activity from planner
- Work independently during group work without direct supervision of an adult
- Work on a task without disturbing the teacher working with another group
- Put own book bag and lunch box in the correct place
- Change for P.E. by themselves

Key Stage One (Years One and Two):

As Foundation Stage plus:

- Settle to activity quickly and without fuss
- Tell an adult at an appropriate time when they need to change their reading book
- Get own resources out and put them away again

Key Stage Two (Years Three to Six):

- Change own reading book
- Go to the toilet at an appropriate time
- Have correct equipment available at the right time
- Understand how behaviour affects others
- Understand that other people have different needs
- Have whole PE kit in school on correct days
- Look after own belongings
- Come to school ready to learn
- Be on time for school
- Take tasks further, e.g. research at home
- Complete homework tasks on time



How will teachers promote independence?

By:

Making resources easily available and clearly labelled

Asking children, 'What will we need to help us learn?'

Using visual timetables

Colour coding drawers/labels to match groups for younger children

Providing checklists for 'stuck' children

Being consistent with expectations

Providing kit boxes for table groups

Making pupils responsible for keeping equipment in good order

Using the '1-2-3 check' technique

Expecting older children to respond to marking and comments in books

Ensuring tasks are set at an appropriate level

Praising children when they are independent

Giving children responsibility

Not automatically 'solving problems' for pupils

Encouraging self help